

REVISED  
CANADIAN EDITION

*The Pupils' Own*  
**VOCABULARY  
SPELLER**



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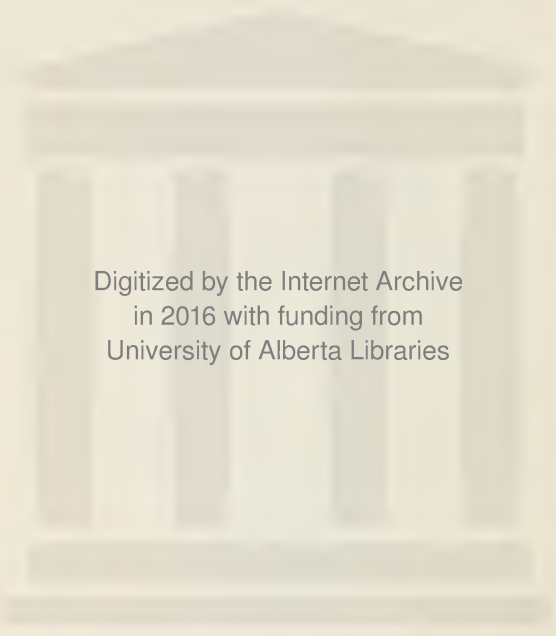
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# THE PUPILS' OWN Vocabulary Speller

*By*

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GRADE

6

REVISED CANADIAN EDITION

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TORONTO

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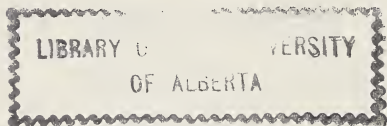
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#### ACKNOWLEDGMENTS

The word lists in this speller are based on Rinsland's *A Basic Vocabulary of Elementary School Children* (The Macmillan Company). The hard-spot exercises are based on findings incorporated in Gates' *Spelling Difficulties in 3876 Words* (Bureau of Publications, Teachers College, Columbia University). Besides including all the words of the well-known Jones list, which has often been reprinted in full, the composite list of spelling "demons" is based in part on data found in Grant, Bracher, and Duff's *Correctness and Precision in Writing, Form D* (Houghton Mifflin Company); in part on the Fitzgerald list, included in an article by Fitzgerald and Brittain (*Elementary English Review*, February 1942); and in part on the Prairie City Appraisal, by Swenson and Caldwell (*Elementary School Journal*, October, November, and December 1948). It is used by permission of the several publishers.

## To the Teacher

*The Pupils' Own Vocabulary Spellers* introduce many innovations which will make the teaching of spelling simpler, more satisfying, and more fruitful. The *Revised Edition* incorporates refinements of teaching techniques based on recorded experience, with additional study helps and increased emphasis upon words commonly mis-spelled. Vocabulary building is emphasized and extended. The nature and purposes of the new programme provided in these spellers are fully explained in the *Teachers' Manual* which the teacher is urged to study carefully.

**The Vocabulary.** This series is based upon the most recent, the most extensive, and the most valid count of words used by pupils in their writing in Grades I-VIII. This investigation by Henry D. Rinsland, published in 1944 by The Macmillan Company, made it possible to determine as never before the relative importance of each of the thousands of words used in Grade VI. The 456 most important words are introduced in the 34 basal weekly lessons. Each of these words is very thoroughly taught. A group of 215 words of less importance, called "Your Extra Words", is listed on pages 143-144, in the order of their importance. The extra words are also included in the dictionary, pages 98-142, where they are starred. They should be learned from the dictionary, where their pronunciation and meaning are given, whenever pupils have time for them during the year. This plan of having basal words and extra words gives the most important words the most emphasis, makes effective adjustment to individual differences in ability to learn, enables the slower learners to enjoy the satisfaction of mastering the shorter basal weekly lists, and provides the means of teaching pupils to learn to spell words largely by themselves. It is further suggested that the teacher encourage each pupil to keep a list of words learned *entirely* by himself. The extra-word programme bridges the gap between the thoroughly supervised learning of the basal list and the independent learning of one's "very own words". Thus, independent spelling ability—the major objective of instruction—is achieved. (Pages vii-viii of the *Teachers' Manual* gives a complete explanation of this phase of the programme.)

**The Method of Study.** These spellers introduce a simpler and more efficient method of studying a word. It is based on investigations conducted by Arthur I. Gates and David H. Russell which showed that the typical many-step technique was unnecessarily elaborate and slow for the good spellers and too complex and confusing for the poor spellers. The method recommended in these spellers contains few steps and yet provides everything needed. It is fully explained on pages x-xi of the manual.

**The Weekly Programme.** The pupil first reads the spelling words in a simple, interesting story by Celeste Comegys Pearson. He then examines each word in the spelling list and rereads the story. Then he writes the words. The next step is a thorough study of them in the "Know Your Words" programme, which is planned to give the pupil an enriched understanding of each word, as well as to teach him to employ the most useful general and specific clues in mastering its spelling. (See page 13, for example.)

The third step is a test of spelling. A special feature of this series is the suggestion of a context completion test, which removes any uncertainty as to which word the teacher has said and carries forward the word-meaning enrichment programme. (See page 14, for example.) Following the test comes the correction of the words, a study of the errors, and a restudy of the words missed. Pages xiv-xv of the manual give suggestions for making this diagnosis and restudy highly valuable.

The last step is the final weekly test. Words missed on this final test should be recorded correctly in the pupil's notebook. At the time of the final test the following week, the pupil is again tested on these words, after having reviewed them.

**The Dictionary.** Extensive use should be made of the dictionary. The pronunciation and meaning of each word should be looked up — on the first day if possible — and referred to as often as necessary. Although the "Know Your Words" programme introduces the basic skills of dictionary use, the teacher should extend and enrich these experiences. She should take advantage of every occasion when reference to the dictionary would be helpful.

**The Word-Enrichment and Generalization Programmes.** These spellers embody a most carefully worked-out programme for enriching the child's vocabulary and increasing his ability to spell by "thinking" and utilizing every really useful spelling convention, rule, and habit tendency. The word-meaning enrichment programme is based on the *Rinsland Semantic Study* — an extensive count of the frequency, grade by grade, of every meaning of every word used by children in their own compositions. The generalization programme is based on a series of extensive studies by Gates and his students. (See the many suggestions in the *Teachers' Manual*.) The entire programme is designed to make the child an intelligent, versatile, and independent speller as rapidly as possible.

**Aids to Learning Specific Words.** These spellers help the pupil to locate and utilize the most useful specific aids for mastering the spelling of each individual word. Based largely on Gates' monograph, *A List of Spelling Difficulties in 3876 Words*, these exercises go to the heart of the major difficulty in each word without guess work. This programme is explained on pages ix-x of the manual.

**The Problem of Reviews.** Since only the words children use are taught in this series, there is less need for formal review than in other series. An individualized review plan is provided, whereby each child reviews only the words he himself has missed. The authors advocate a vigorous investigation of the individual child's difficulty, rather than repeated, mechanical reviews. The teacher is urged to read the discussion of review on pages xiv-xvi of the manual.

**Pre-tests and Final Tests.** A pre-test, half-year test, or final test may be made up by choosing at random one or more words from each of the 34 lessons. A random sampling of words from the extra-word list may also be used for periodic tests.

The Authors.

## Your Progress Chart

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
							13	13	13	13	13	13	13	13	13	13
														14	14	14

1	2	3	4	5	6	7
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12
						13

Make a progress chart like the one above in your "Word Book". You will have to make it for 34 weeks. Your teacher will help you.

### How to Mark Your Progress Chart

The bottom chart shows how to mark your chart at the top of the page. If you spelled 12 words right the first week, draw a circle around 12. If you spelled 11 words right the second week, draw a circle around 11 and draw a line between 12 and 11.

Each week draw a circle around the number of new words you spelled right on your Friday test and draw a line from last week's number. Try to reach the top and stay there.

## Alternative Spelling

If your teacher so advises, you may use this spelling of the words listed below. The page numbers refer to the page on which the word appears.

### Grade IV

center	128
favorite	32
good-by	22
living room	128
neighbor's	128
plow	128

### Grade V

ax	48
dining room	38
favor	64
honor	48
pajamas	60
theater	50

### Grade VI

center	86
defense	54
honorable	144
labor	78
mold	144
neighbor	32
woolen	90

## Last Year's Extra Words

It will help you to know how to spell all these words. Those at the beginning of the list are the most important.

- |             |             |               |
|-------------|-------------|---------------|
| 1. teaching | 6. kisses   | 11. prettiest |
| 2. talking  | 7. flies    | 12. selling   |
| 3. sending  | 8. southern | 13. cries     |
| 4. one's    | 9. picking  | 14. crowd     |
| 5. sooner   | 10. saying  | 15. pine      |

- |              |                 |                   |
|--------------|-----------------|-------------------|
| 16. order    | 57. statue      | 98. lightning     |
| 17. pleasant | 58. angel       | 99. mistress      |
| 18. voice    | 59. artist      | 100. patent       |
| 19. lucky    | 60. fireworks   | 101. shepherd     |
| 20. Sept.    | 61. grapes      | 102. spinning     |
| 21. return   | 62. keeper      | 103. sprained     |
| 22. pushed   | 63. milkman     | 104. stolen       |
| 23. replied  | 64. oldest      | 105. tribe        |
| 24. stamps   | 65. crack       | 106. twenty-eight |
| 25. although | 66. lamb        | 107. Tues.        |
| 26. bar      | 67. manufacture | 108. border       |
| 27. blood    | 68. skim        | 109. chopped      |
| 28. exams    | 69. smell       | 110. chum         |
| 29. settlers | 70. tax         | 111. driving      |
| 30. drowned  | 71. herd        | 112. dusty        |
| 31. muddy    | 72. playmate    | 113. further      |
| 32. chicks   | 73. ripe        | 114. harp         |
| 33. comb     | 74. bare        | 115. parrot       |
| 34. feather  | 75. bales       | 116. pod          |
| 35. governor | 76. beg         | 117. rally        |
| 36. sleepy   | 77. bump        | 118. rocky        |
| 37. weighs   | 78. cannon      | 119. seek         |
| 38. flu      | 79. click       | 120. sink         |
| 39. shed     | 80. curly       | 121. streetcar    |
| 40. digging  | 81. dragon      | 122. tinsel       |
| 41. fool     | 82. fear        | 123. you've       |
| 42. lit      | 83. forgive     | 124. bill         |
| 43. lodge    | 84. howl        | 125. bouquet      |
| 44. term     | 85. paw         | 126. bunny        |
| 45. concert  | 86. pilot       | 127. cheaper      |
| 46. goddess  | 87. reply       | 128. drawn        |
| 47. holy     | 88. tomatoes    | 129. drug         |
| 48. she's    | 89. tub         | 130. duty         |
| 49. stomach  | 90. area        | 131. exhibit      |
| 50. bracelet | 91. bog         | 132. fright       |
| 51. dairy    | 92. colonists   | 133. gauze        |
| 52. disease  | 93. crawled     | 134. goodness     |
| 53. kicked   | 94. denominator | 135. grave        |
| 54. robbers  | 95. errand      | 136. highway      |
| 55. sack     | 96. forehead    | 137. lb.          |
| 56. shadow   | 97. inkwell     | 138. lime         |

139. Mon.	154. bundle	169. owe
140. mts.	155. carols	170. plateau
141. pearl	156. carpenter	171. pneumonia
142. playground	157. clever	172. pottery
143. rooster	158. cruel	173. printed
144. seashore	159. delivered	174. servant
145. service	160. experience	175. share
146. skunk	161. fairground	176. storekeeper
147. stools	162. flakes	177. stormy
148. stumbled	163. frost	178. trailer
149. sweat	164. granddaughter	179. vanity
150. thrilling	165. marry	180. whipped
151. tip	166. mittens	181. within
152. worried	167. motto	182. capital
153. bud	168. ornaments	183. British

## How to Use Your Book

### *First Day. See Your Words.*

Read the story. As your teacher pronounces each new word, look at it carefully and say it after her. Then find each new word in the story, notice how it is used, and write it correctly on your paper. If you have any extra time, start the exercises under "Know Your Words".

### *Second Day. Know Your Words.*

Write the exercises under "Know Your Words". Before you write each word, look at it carefully in the list under the story. Be sure to spell it exactly right.

In the spelling dictionary at the back of your book you will find all of your new words in alphabetical order. If you are not sure how to pronounce or use a word, look it up in your dictionary. You will find a key to the pronunciation of the words on page 98 and at the bottom of each page after that. The guide words at the top of

each page will help you in finding your new words. The one at the left is the first word on the page, and the one at the right is the last word on the page.

### *Third Day. Write Your Words.*

Number your paper for as many words as there are in your week's lesson. Write each word as your teacher says it. Be careful to use your best writing and to spell each word correctly. Your teacher will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book. Save your paper.

### *Fourth Day. Study Your Words.*

Study the words you missed yesterday. This is the way to study them:

1. Look at the first word you missed and say it to yourself. If it has more than one syllable, or part, say it again, one syllable at a time. Look at each syllable as you say it.


2. Look at the letters and say each one. If the word has more than one syllable, divide the word into syllables when you say the letters.

3. Write the word without looking at your book.

4. Now look at your book and see whether you spelled the word correctly. If you did, write it again and compare it with your book again. Do this once more.

5. If you made a mistake, see which letters you missed. Repeat steps 1 and 2, looking very carefully at the letters you missed. Then repeat steps 3 and 4 until you have written the word correctly three times without a single mistake.

6. Study each word you missed in this same way.

You will see a little sign like this [  ] in front of some words in your lists. Be very careful with such words. Many pupils have missed them. These are

called **demon words**. You will want to spell them right. Your teacher may ask you to learn some of your extra words, which have stars in front of them in your dictionary, or some of your own words, of which you should make a list. Your teacher will tell you about this. Study these in the same way as the words you missed.

### *Fifth Day. Write Your Words Again.*

Number your paper for as many words as there are in your lesson. Write each word carefully as your teacher says it. She will help you find the words you missed. Cross out each mis-spelled word and write it just as it is in your book.

Write the words you missed in your Word Book, which your teacher will help you make. Keep all the words you miss in your Word Book and study them when you have time. Now and then your teacher will test you on these words. Write a similar spelling list for each of your other school subjects.

There are a few words which may be spelled in two ways, both of which are considered to be correct. One way is given in your lessons, or in "Your Extra Words". These are marked with a dagger. The other is shown in a list on page 7.

This list includes words taught in this Series, for which there are alternative spellings. Your teacher will help you to choose your way of spelling such words. Remember always to use the one you select.

*Note to the Teacher: Below is given in detail a full week's work on the first group of words in this book. It is suggested that the same procedure be followed in subsequent weeks.*



## Hogs — Wild and Tame

The hog is a comical chap, with his fat sides, curly tail, tiny eyes, and turned-up nose. In Jamaica where he runs wild he prefers a moist soil bordered by woods thick with brush, where he may hide in case of danger. He feeds on pecans, acorns, and other nuts and he is a swift runner in spite of his short legs. An angry wild hog is not pleasant to meet.



The tame hog raised on the farm provides the nation with lard, bacon, and ham. Baby pigs are bright little creatures that are full of activity. They make affectionate pets and can be trained to do tricks. They are not rough playmates.

“Dirty as a pig” is not a fair statement. Pigs would be clean if their owners would provide them with proper pens. Because they have no clean place in which to bathe, they must stretch out and roll in the slippery mud to rid their delicate skins of flies and other insects.

rough	lard	bathe	comical
hog	tame	pecans	activity
stretch	swift	provide	slippery

## Know Your Words

1. A word that means almost the same as another word is called a **synonym**. Write the new words that are synonyms of: **fast, furnish, action, wash, pig, funny**.

2. Write the new word that means:

- |                                     |                                |
|-------------------------------------|--------------------------------|
| a. the opposite of <b>gentle</b>    | c. the opposite of <b>wild</b> |
| b. to furnish                       | d. causing one to slide        |
| e. nuts that are shaped like olives |                                |
| f. the fat rendered from pork       |                                |

3. Alphabetize, or write in alphabetical order, **tame, hog, comical, lard, and activity**.

4. Alphabetize the new words beginning with **s** and **p**, being sure to look at the second letter in each word. Check the order with your alphabetical dictionary at the end of this book.

5. Make a new word by doubling the **p** in **slip** and adding **ery**.

6. Write the new words that rhyme with: **card, frog, lift, aside, game, and tough**.

7. The **a** in **bathe** is long. The **a** in **bath** (what you take when you bathe) is short. Add **room** and **robe** to **bath** to make **bathroom** and **bathrobe**.

8. Add **ed** to **stretch** to make **stretched**.

9. Write the new words that end with the same two letters as: **dog, hard, medical, ability, and fame**. With what new words do **hard** and **fame** rhyme?

10. Write these words, filling in the missing letters, which are the hard spots: **prov — — —**, **stre — — —**, **sli — — — — —**, **sw — f —**, **h — g**, **tam —**, **co — ic — —**, **r — — — —**, **ba — — —**, **l — rd**, **pe — — ns**, **a — — iv — ty**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. The shells on \_\_\_\_\_ are thin.
2. The soap was so \_\_\_\_\_ that it slid from Judy's hands.
3. The principal asked Bill not to be \_\_\_\_\_.
4. Mr. Perry raised some corn to feed to his \_\_\_\_\_.
5. \_\_\_\_\_ yours arms above your head.
6. My aunt uses \_\_\_\_\_ for making pie crust.
7. There was great \_\_\_\_\_ in the kitchen on Thanksgiving morning.
8. Mother will \_\_\_\_\_ the baby in the morning.
9. Coal mines \_\_\_\_\_ us with one kind of fuel.
10. The \_\_\_\_\_ story Uncle Jack told us made us laugh.
11. Their \_\_\_\_\_ airplane flight around the world took six days.
12. The squirrel was \_\_\_\_\_ enough to eat from Fred's hand.

2. Cross out the words you missed and write them correctly.

## **Study Your Words**

1. Study the words you missed yesterday. You are told how to study them on the page called "How to Use Your Book", under "Fourth Day". This comes on page 10.

2. Your teacher may ask you to learn some of your extra words, pages 143-144, or some of your own words, if you have any.

## **Write Your Words Again**

1. Take a piece of paper and write your new words as your teacher says them.

2. If you learned some extra words or some of your own words, write them, too.

3. Write the words you missed today in your Word Book. Spell them correctly.



## Sixth Grade Sewing

At the bottom of my cedar chest lies a white apron which I made in the sixth grade. It was one of the hardest things I have ever done and it could never be put to ordinary use.

On Friday afternoons the girls had sewing and the boys had manual training. I thought sewing would be much nicer—especially when we were given needles, thread, little blue thimbles and shiny scissors.

The teacher's method was to go from something simple to something hard. First, I believe, we each brought a towel from home and put a hem in each end. We next made kitchen curtains, with a hem at the top of each and an edging of lace across the bottom.

Then, laying other work aside, we tackled the aprons. The teacher showed us a sample of what they should be like when they were finished. There was a full skirt gathered into a belt, above which was a bib with two long straps crossing in the back. We pinned a paper pattern to the cloth, and the teacher did the cutting. Then we made the aprons ourselves.

laying	skirt	method	hardest
lace	towel	manual	curtains
nicer	sample	pattern	scissors

## Know Your Words

1. Find **lace** in your alphabetical dictionary, using the guide words at the tops of the pages. Following the word you will find its pronunciation. You will see that it has only one syllable, or part. Write **lace** and the other word of one syllable in this week's lesson.

2. Write the nine words of two syllables, leaving a space between the syllables, like this: **sam ple**. Put the accent mark in each to show which syllable is accented, or said louder than the other. Check each word with your dictionary.

3. Write the new words that rhyme with **playing**, **example**, **shirt**, and **face**.

4. Write the new word that means:

- |  |                              |
|--|------------------------------|
| a. of the hands                        | d. a way of doing something  |
| b. most difficult                      | e. an instrument for cutting |
| c. more agreeable                      | f. placing or putting        |
| g. paper used in cutting out a garment |                              |
| h. a cloth for drying.                 |                              |

5. A syllable added to the end of a word to change its meaning is a **suffix**. Add the suffixes **er** and **est** to **hard**. Add **r** and **st** to **nice**. Add **ing** to **lay**.

6. Write the new words that are synonyms for **drapes** and **handbook**.

7. The letter **c** is called **hard c** when it sounds like **k** and **soft c** when it sounds like **s**. Write **lace** and **curtains** and beside each word write whether the **c** in it is hard or soft.

8. Write these words, filling in the missing letters:  
pa — — ern, s — issors, s — — rt, c — rt — — ns, la — ing,  
tow — —, la — e, man — — l, m — th — d, samp — —, — i — — r  
h — — d — st.



## A Colonial Kitchen—Part I

Daily life in colonial times began and ended around the fireplace in the room at first called the “common room” and later called the kitchen.

The huge fireplace was of the English pattern. Across it stretched a big green timber from which hung the pots and kettles, the pride of every colonist’s home. In time the green timber burned part way through and became weak. Then the burnt wood had to be replaced. Later this timber across the front of the fireplace gave way to an iron crane.

Each kettle, skillet, and pot of those times was made with legs so that it could be placed in the hot ashes without making the food too hot. Every kind of pan and every spoon used to stir food was made with a very long handle so that the cook need not stoop or get too close to the fire.

The early settlers did not prepare food in a great variety of ways. They would either boil or roast their meats and would mix all the vegetables together for boiling. When an oven was built into the chimney beside the fireplace, baking was done once a week as a special treat.

mix	treat	ashes	timber
boil	burnt	kettle	skillet
weak	stoop	handle	prepare

## Know Your Words



1. Write the plural of **ash** by adding the suffix **es**. The plurals of words ending in **sh** and **ch** are formed by adding **es**. The singular form **ash** is not often used.

2. Write the new words that are built from **burn** and **hand**. What letters were added to each? Add **s**, **ed**, and **ing** to **stoop** to make **stoops**, **stooped**, and **stooping**.

3. Write the two words with double consonants. Write the word with a double vowel.

4. Write **boil** and say it to yourself. When **o** and **i** come in this order, they usually sound like this.

5. Add **s**, **ed**, and **ing** to **boil** to make **boils**, **boiled**, and **boiling**.

6. Write the words containing **ar**, **er**, and **ur**.

7. Write the words that rhyme with: **meat**, **soil**, **settle**, **fix**, **leak**, **loop**, **dashes**, **limber**, **candle**, **declare**.

8. If you are not sure of the long ( **ˉ** ) and short ( **˘** ) vowel sounds, look at the pronunciation key on page 98. Write these words and mark the vowels called for: **a** in **ashes** and **handle**, the first **e** in **kettle**, **i** in **skillet**, **timber**, and **mix**.

9. Alphabetize the words beginning with **s**, **t**, and **b**.

10. Write these words, filling in the missing letters:  
**a** — — — —, — **ett** — —, **we** — **k**, **t** — **mber**, **tr** — — **t**,  
**s** — **i** — — — **t**, **m** — —, **st** — — **p**, **hand** — —, **b** — — **nt**,  
**b** — — **l**, **prep** — — —.



## A Colonial Kitchen—Part 2

Opposite the fireplace in the colonial kitchen stood a dresser, or sideboard, holding the small supply of pewter which most families owned—a plate or two, a platter, a pitcher, jars, and mugs. Next to that, perhaps, was a cupboard containing the dishes for everyday use—wooden ones. The plates, which were known as “trenchers”, were about ten inches across, and each was made from a knot of wood, hollowed out in the centre. Knots from maples were considered the best. Husband and wife used one trencher, and two children ate from the same one.

The colonists used knives and spoons; no one used a fork, even in England, at this time. Spoons were necessary because so much of the food consisted of soups, stews, or boiled cereals like oatmeal. Sometimes a spoon was made of horn; at other times it was made of wood, pewter, or silver. Almost every family possessed at least one silver teaspoon.

Everyday cups were wooden, and, with no thought of germs since in those days nobody knew about germs, they were handed around for all to use. There was no glass or china. Not till the end of the eighteenth century did fine teacups arrive from China.

jars	spoon	maples	oatmeal
fork	germs	pitcher	teaspoon
knot	knives	teacups	cupboard

## Know Your Words

1. A **compound word** is formed by writing two or more words together to make a new word. Write four compound words from these little words, using one of them twice: **meal, tea, board, cups, spoon, oat, cup.**

2. Write the two new words in which **j** and **g** have the same sound.

3. Write these plural words: **germs, maples, jars, teacups.** Beside each plural write the singular by dropping the **s**.

4. Write the singular word **knife**. Now write its plural by changing the **fe** to **ve** and adding **s**.

5. Two words that sound alike but are not spelled alike are **homonyms**. **Weak** and **week** are homonyms. Write these sentences, using the right homonym in each:

a. A sailor can tie almost any kind of (**not, knot**).

b. The brook is (**not, knot**) frozen now.

6. Write the word that rhymes with: **terms, stars, staples, hives, stork, moon, plot.**

7. Write **pitcher** and **picture**. Pronounce them. Be sure to sound the **c** in **picture**.

8. Alphabetize the words beginning with **k**, looking at the third letter of each. Draw a line through each **k** to show that it is silent.

9. Alphabetize the words beginning with **tea**. The fourth letter tells you which comes first.

10. Write the word that ends with **er**.

11. Write these words, filling in the missing letters:  
for —, — not, j — rs, o — tmeal, ma — — — s, pi — — — er,  
sp — — n, — ni — — s, cu — b — — rd, t — — cups,  
t — — sp — — n, — — rms.



## Sharks

Although there are many kinds of sharks swimming about in the northern and southern oceans, the plain truth is that very few of them, in spite of the bad reputation of the man-eating shark, are really dangerous.

The small sharks live at the bottom of the ocean and do not often come near shore. One of them, the tiger shark, is quite a beauty, with his yellow and brown markings. The natives of the West Indies seem to be in agreement on the fact that he is a man-eater.

The big sharks live near the surface of the ocean and spend their lives quietly eating the tiny fish on top. First they dip under the water, and then they roll out to get the sun on their backs. One of the biggest is the whale shark, which attains a length of more than thirty feet. If attacked, he is certainly dangerous. But the big shark that is extremely dangerous to bathers and swimmers is the white shark, which really hunts and eats people.

A queer-looking shark is the hammerhead, which also belongs to the man-eating group. His head is shaped like a hammer, each end of which contains an eye. He has great speed of movement, rising and falling and turning at unexpected moments.

dip	length	contains	agreement
shark	beauty	certainly	unexpected
thirty	quietly	extremely	plain

## Know Your Words

1. A syllable written at the beginning of a word to change its meaning is a **prefix**. Write the word with the prefix **un** and the suffix **ed**. How does **un** change the meaning of **expected**?

2. Add the suffix **ment** to **agree**. Add the suffix **ly** to **extreme**, **quiet**, and **certain**.

3. Write the word for the number **30**.

4. Write **contains**. Add **ed** and **ing** to make **contained** and **containing**. Both **contained** and **containing** are words often used in arithmetic.

5. Write the homonym of **plain**.

6. Write the words with **ex** in them.

7. Write the words that rhyme with: **dark**, **rip**, **strength**, **remains**, **dirty**, **unaffected**, **cane**.

8. Write the synonyms for **holds**, **surely**, **very**, **clear**, and **sudden**.

9. Make three columns, putting the new words of one syllable in the first, those of two syllables in the second, those of three or more syllables in the third. Divide into syllables the words of less than four syllables and show the accent of each. Check with your dictionary.

10. Write **beauty**. Say it to yourself. Add the suffix **ful** to make **beautiful**. Now add the suffix **ly** to make **beautifully**.

11. Write the new words with **ar**, **ir**, or **er** in them. In which words do **er** and **ir** sound alike?

12. Write these words, filling in the missing letters: **cont — — ns**, **c — rt — — nly**, **th — rty**, **len — — —**, **b — — — ty**, **pl — — n**, **extrem — — —**, **a — r — — ment**, **qu — — tly**, **une — pe — ted**, **sh — rk**, **d — p**.



## The Art of the Goldsmith

A man who works with gold—turning it into cups, bowls, vases, jewellery, and so forth—is known as a “goldsmith”. The art of the goldsmith is a very ancient one. It is unknown when gold was first used. Perhaps some early miner, having dug gold from a pit, discovered that he had a metal which was easy to work with. No equipment except a stone hammer was necessary to shape a lump of gold into a pleasing object.

Crowns, chains, bracelets, and other pieces of gold jewellery were found in the tomb of five Egyptian princesses who lived more than two thousand years before the birth of Christ. Many a bug was beautifully fashioned in gold.

The goldsmiths of the early Greeks produced beautiful pins, beads, earrings, and crowns made in a style which we now call “classic”. The Romans added pearls and other stones to their gold jewellery. Some Roman women covered themselves with gold ornaments worth a fortune.

In the sixteenth century the art of the goldsmith reached its height in Benvenuto Cellini. With his delicate instruments Cellini fashioned, in gold, the finest pieces ever made. His cups, vases, bowls, and salt cellars have never been equalled.

bug	miner	hammer	goldsmith
style	Christ	fortune	equipment
metal	object	unknown	instruments

## Know Your Words



EGYPTIAN



ROMAN



1. Write the compound word beginning with **gold**. Four compound words were listed on page 20. Write them again.

2. Write the name that always begins with a capital.

3. Write the word that begins with the prefix **un**. Say it to yourself. Cross out silent **k**.

4. Write **equip** and add the suffix **ment**. Write the word ending with **ments**. Then write its singular.

5. Write the two words ending with silent **e**. Cross out each silent **e**. Beside **style** write the vowel sound of **y**. If you are not sure, look in your dictionary.

6. Write the three words of one syllable. Write **fortune** and **object** in syllables, showing the accents. In the sentence, "I object to that statement," **object** is pronounced **ob ject'**. Write it this way, too.

7. Write these words and mark the long or short vowel called for in each word:

a. a in hammer

c. i in miner

b. e in metal

d. o in goldsmith and object

e. u in unknown and bug

8. Write the words that rhyme with: **stammer**, **petal**, **bit**, **liner**, **shipment**, **grown**.

9. Write these words, filling in the missing letters: **equi — ment**, **ha — — er**, **instr — ments**, **me — — —**, **st — le**, **go — — smith**, **ob — — — —**, **b — g**, **C — rist**, **f — rtun —**, **min — r**, **un — no — n**.

## Some Review Words

method	comical	timber
rough	hardest	manual
knot	pitcher	unexpected
length	cupboard	pattern
handle	equipment	prepare
burnt	quietly	teaspoon
agreement		activity
certainly	unknown	style
mix	knives	provide
instruments	object	contains
stretch	sample	extremely
fortune		germs

## For Dictation

Housekeeping today is certainly much simpler than it was in earlier times. There is an abundance of equipment—jars, knives, teacups etc. A good housekeeper will certainly keep these neatly in a cupboard.

Sewing is an art which every girl should know. With the help of a good teacher and a manual she should soon be able to make such things as towels, curtains and even a plain shirt. Sewing provides activity for both mind and body and is a key to style and beauty.

## Know Your Review Words

1. Write a synonym for each of these words: **funny**, **surely**, **holds**.

2. Write in alphabetical order all your review words beginning with **s** and **t**. There are five of them. Check with your dictionary.

3. Find these words in your dictionary: **handle**, **instruments**, **fortune**, **pitcher**. Look at their pronunciation and say them to yourself. Write them dividing them into syllables and marking their accents.

4. Write the plurals of these words: **method**, **knife**, **activity**.

5. Write the review words which are made up of these smaller words: **tea**, **cup**, **spoon**, **board**.

6. Write **stretch**. Add **ed**, **es**, and **ing** to make the new words **stretched**, **stretches** and **stretching**.

7. Write the words that rhyme with: **fix**, **tough**, **plot**, **strength**.

8. Draw a circle around the words having the short sound of **a**: **handle**, **contains**, **pattern**, **hardest**, **agreement**.

9. Some of these words contain a prefix. Draw a circle around each prefix: **unknown**, **stretch**, **object**, **provide**, **germs**, **burnt**, **certainly**, **fortune**.

10. Draw a line through the silent letter in each word: **unknown**, **knives**, **stretch**, **knot**, **pitcher**.

11. Make three columns, putting four review words of one syllable in the first, six of two syllables in the second, and five of three or more in the third.




## Hallowe'en Mischief

In the old days the grown-ups in our village were always ready to pardon us if we did things we shouldn't on Hallowe'en. We warned folks days before the thirty-first that if they had anything we might spoil, they might lose it unless they took it in. If they didn't, well, that was their hard luck.

We always mixed things up. We would take fence gates off their hinges and hook old rusty chains across doors. We loved old wells and would haul up the buckets as the ropes wound around the beams, remove the buckets, and tie the ropes tight in hard, bad knots. No garden seat or swing was ever left right side up.

When we had mixed things up as much as we could along the village street and on the near-by farms, we generally took ourselves to the river, where we built huge bonfires of dry corn cobs.

One year we found a present at the river. Near our fire someone had left a big pail of fresh apple cider, a big bag of doughnuts, and seven cups. Since every farmer had taken apples to the mill in the last two weeks and every woman in the village made good doughnuts, that mystery was never solved.

haul	tight	unless	chains
shouldn't	spoil	wound	 lose
pardon	cider	pail	mixed
bonfires			

## Know Your Words

1. Copy these sentences and write **wound** in each, saying it to yourself each time you write it:

a. The dog's \_\_\_\_\_ is healing fast.

b. She \_\_\_\_\_ the thread on the spool.

**Wound** is pronounced differently when it means an injury and when it means **did wind**. Look up these two pronunciations in your dictionary.

2. Add **s** to form the plural of: **pail**, **bonfire**, and **chain**.

3. **Shouldn't** is a contraction. What letter is left out?

4. Write **chains** and **pail** and after each write the sound of **ai**.

5. Write these words and mark the long and short vowels called for: **i** in **cider**, **mixed**, and **tight**, **o** in **bonfires**, **u** in **unless**.

6. Write **spoil** and **sour** and say them to yourself. The letters **oi** and **ou** often sound like this.

7. Write these sentences, using the correct homonyms in each: **pail** and **pale**, **haul** and **hall**:

a. The sick girl looked (**pail**, **pale**).

b. The man brought a (**pail**, **pale**) of water to the horse.

c. Oxen are used to (**hall**, **haul**) heavy loads.

d. We walked through the long (**hall**, **haul**).

8. Do not mix up **lose** and **loose**. Both words are "demons." Pronounce them and write them.

9. Alphabetize all of your new words.

10. Write these words, filling in the missing letters:  
**p** — — **l**, **unle** — —, **b** — **nfir** — **s**, **pard** — **n**, **ch** — — **ns**,  
**ti** — — —, **sp** — — **l**, **h** — — **l**, **mi** — — —, **w** — — **nd**, — **ider**,  
**l** — — **e**, **sh** — — — — **n** — **t**.



## What Henry Knew About Cars

The time was the year 1907—before any road had a cement pavement. The place was a farmhouse on a dirt road in Ontario. It was July, and Henry Crosby sat on the kitchen steps cutting up bits of beef for bait because he was too lazy to dig worms.

A large automobile came down the hill and stopped with a tired puff at the edge of the road almost at the Crosbys' gate. Henry dashed for the road. This was the first automobile he had ever seen! He watched the lady get out and crank the car without success.

"Won't she go? Has the engine stopped?" he asked. The lady gave him a smile and shook her head.

Then Henry looked boldly at the tires, the brake, and the crank. "Got enough grease?" he asked. She nodded.

"It's worse than that," she said sadly. "I'm out of gasoline."

Henry ran into the house and came out again with a torn and tattered booklet in his hand.

"Oh, no, you're not," said Henry. "Your auto carries an extra gallon in a little storage tank. The booklet says so. It was sent to Dad and I've been reading it in my spare time."

edge	beef	worse	booklet
carries	crank	cement	torn
bait	brake	grease	pavement
	engine		

## Know Your Words



1. Write **brake** and **pavement** and mark the long vowel in each. Cross out the silent **e** in **brake**. Check with your dictionary.

2. Write **grease**, **beef**, and **bait**. Beside each write the vowel sound. You will see that two of these words have the same vowel sound, and the other has the same vowel sound as **brake**. Check with your dictionary.

3. **Brake** and **break** are homonyms. **Broke** means **did break**. Write **broke**. Write **carry**. Change the **y** to **i** and add **es** and **ed** to make **carries** and **carried**.

4. Write the words that rhyme with: **drank**, **crease**, **marries**, **wait**, **reef**, **prevent**, **purse**, **lake**, **hedge**, **brooklet**.

5. Write **tear** and **torn**. When you **tear** cloth, cloth is **torn**.

6. Write these sentences, using a new word in each blank:

a. Worms are good \_\_\_\_\_ for fishing.

b. The \_\_\_\_\_ had a paper cover.

7. Alphabetize all your new words.

8. Write the words ending in the suffixes **ment** and **let**. The suffix **let** shows smallness.

9. Write these words, with all their letters: **brak** —, **bookl** — **t**, **b** — — **f**, **gr** — — — —, **to** — **n**, **w** — **rs** —, **carr** — — **s**, **e** — — **e**, — — — — **ent**, — **ran** —, **pav** — **ment**, **ba** — —, **eng** — **n** —.



## Farm Chores

It was Saturday morning in the spring. Mother and Father had driven off to the grocery early in the truck to do the week's marketing and to buy the chicken feed and some tobacco for a neighbour.

Betty was left at home to do the chores indoors while her brothers did theirs. Ben was harrowing the south field. As she glanced out of the window and saw Ben harness the greys by the barn door, she wished she were a boy. Then Ben came up to the house and told her that a disk on the harrow had a crack in it and would have to be changed. He told her that if her work was finished when he was ready, she might ride on Bess.

Betty did her chores like lightning. First she had to wipe and put away the breakfast dishes. Then she had to mop the kitchen floor. In the living-room she had to sweep the floor with a broom and dust the furniture. Then there was the cabbage to be sliced for dinner and the onions to be chopped. At last all was ready for Mother to cook. Then Ben whistled, and, taking a sweater to wrap around herself, Betty ran to meet him.

tobacco	crack	wrap	neighbour†
grocery	dust	sweep	harness
mop	theirs	chores	cabbage
broom			

## Know Your Words

1. **Rap** and **wrap** are homonyms. Write these sentences, starting each with one of the homonyms. A sentence always begins with a capital.

a. \_\_\_\_\_ means a quick, light blow.

b. \_\_\_\_\_ means an outer covering.

2. Write these words and cross out silent **e** in one of them: **mop**, **tobacco**, **crack**, **wrap**, **dust**, **chores**. Mark all the other vowels either long or short.

3. Write **wrap** and cross out the silent letter.

4. Write the words that rhyme with: **sleep**, **scores**, **rust**, **labour**, **pop**, **airs**, **cap**, **room**.

5. Write the word that means:

a. belonging to them

b. person who lives near by

c. a vegetable with leaves folded into a head

6. Write the words with **ar**, **er**, or **or** in them. Say these words to yourself. Such words are often misspelled.

7. Write the five words that have double letters in them.

8. The letter **g** is **hard** in **go** and **soft** in **gentle**. Soft **g** sounds like **j**. Write **grease**, **cabbage**, **goldsmith**, and **germs**, and after each write whether the **g** is hard or soft.

9. Double the final consonant in **mop** and **wrap** and add **ing**.

10. Do not confuse **theirs** with its homonym **there's**. **There's** means **there is**. Write **theirs** and **there's**.

11. Write these words, filling in the missing letters: **cabb** — **ge**, **sw** — — **p**, **d** — **st**, **n** — — — — **bour**, **th** — — **rs**, **cra** — —, — **rap**, **m** — **p**, **toba** — — **o**, **ch** — — — **s**, **h** — **rn** — — —, **gro** — **ery**, **br** — — **m**.



## The Camp at Little River

Every summer the Welfare Association of Little River sent invitations to children living in the densely settled sections of a large city near by, to spend two months in the fresh air. They gave each one a railroad ticket, good, plain food to eat, country milk to drink, and a sandy beach to play on.

The Welfare Association was run by a bachelor, who was the giver of most of its funds. One June the two main camp buildings burned. The association called upon the schoolboys for help. Since there were no vacant houses in town, new camp buildings and play halls had to be put up before the city children arrived.

Perhaps his objectives were not only to get new buildings but also to get the whole town interested in the welfare of the children and to raise more money. At any rate, not only all the boys, but their fathers and uncles as well, turned out to help. Everyone who knew how to use a hammer or a spade arrived at the camp grounds. In two weeks a wonderful improvement had taken place, and the town talked of nothing but opening its camp on time. Little River had suddenly found the Welfare Association very important.

camp	ticket	densely	invitations
giver	vacant	bachelor	association
spade	welfare	objectives	improvement
		halls	

## Know Your Words

1. Write **social**. Drop the **al**. What is left, **soci**, is the chief part of a Latin word meaning **friend** or **pal**. Add **ety** to form **society** and **able** to form **sociable**. Put **as** before **soci** and add **ate**. What do you get?

2. Write **bachelor's objectives**. The **'s** shows possession—that is, it tells whose objectives, or aims or purposes, we mean.

3. Write the new words with the suffixes **tion**, **ly**, **ment**, and **tive**. Two of these words are plural. Be sure to end them with **s**.

4. Write the words that rhyme with **shade**, **calls**, **river**, **lamp**, **nation**, and the two words **kick it**.

5. Write the words ending with **er** and **or**. Say the words to yourself to see whether the endings sound alike. Check with your dictionary.

6. Alphabetize **invited**, **inviting**, and **invitations**, looking at the sixth letter in each.

7. Write a word ending with **y**, two with **nt**, and two with silent **e**. Mark the first vowel in each.

8. Write **vacant**, **camp**, and **objectives** and after each tell whether the **c** is hard or soft. Check with your dictionary.

9. Sometimes a word has two accents—a **primary** or stronger accent, and a **secondary** or weaker accent. Write in syllables the words having four or five syllables. Mark their primary and secondary accents.

10. Write these words, filling in the missing letters:  
— a — p, as — o — — — tion, we — f — — —, bach — lor,  
vac — nt, ob — e — tives, spad —, improv — ment,  
t — — — — t, giv — r, inv — tations, den — — ly, h — lls.



## A Bicycle Trip

One summer in Switzerland Peggy and I started on a bicycle trip. We left the lake early. Our plan was to have lunch at an inn near the French border, where Peggy's aunt was staying, and return in time for an evening engagement we had at the hotel.

Imagine our disappointment when we heard the inner tube of Peggy's rear tire blow out! Peggy gave each of the tires a hard kick to relieve her feelings. Then we sat down to discuss our unhappy situation. Should we walk back and send a telegram to Peggy's aunt?

"If we were only in Canada," I said, "we could catch a ride or hail a bus."

"What do you mean? We'll thumb a ride right here," cried Peggy. "We'll wave at the next truck. We can ride with the driver and put our bikes in the back." Peggy waved her red sweater at the next truck and explained to the old Frenchman in neat blue overalls what we wanted to do. Talking with him was good practice, and we became well acquainted with him before the journey was over.

tube	tires	unhappy	mean
plan	inner	overalls	engagement
wave	driver	practice	disappointment
		telegram	

## Know Your Words



1. Write the words with the prefixes **dis** and **un**.
2. Write two words ending with **er** and two with **ment**.
3. Double the **n** in **plan** and add **ed** and **ing**.
4. Write four words containing double letters.
5. Write **over** and **all** as one word and add **s**.
6. Write **practice**, **telegram**, and **engagement**. Above each **c** and **g** write **h** for hard or **s** for soft.
7. Write **Peggy's aunt**, using **'s** to show possession.
8. Write the word that means part of a tire.
9. Write the **antonyms**, or opposites, of **joyful** and **outer**.
10. Drop the **e** in **wave** and add **ing**.
11. Write the word that rhymes with: **cave**, **thinner**, **seen**, **cube**, **wires**, **man**, **diver**.
12. Make a list of words in the story that are homonyms of other words in common use. There are more than a dozen. Find at least six.
13. Write the word that means either **unkind** or **have in mind**.
14. Write these words, filling in the missing letters: **t — — —**, **tel — gram**, **— nhappy**, **di — a — — ointment**, **pl — n**, **i — — er**, **pra — ti — —**, **— ngag — ment**, **m — — n**, **w — v —**, **dr — ver**, **over — — — s**.



## Terms in Arithmetic

Perhaps you think arithmetic the hardest of your various studies. A knowledge of how to spell and to use the arithmetic terms is a help in doing problems. Practise writing these words.

Can you spell the common abbreviations used in arithmetic, such as "sq. mi.", "ft.", "hr.", and "min."?

Can you write the words for all the numbers from one to one hundred? When you get into the twenties, be sure to start using a hyphen. Every two-part number from twenty-one to ninety-nine has a hyphen.

In multiplication, we multiply a number by its multiplier. If we wish to multiply eighty by eleven, then eleven is the multiplier. Do you know that you can multiply any number by ten simply by putting a zero at the end of it? If we wish to take ten per cent of a number, we put a decimal point between the last two figures.

In subtraction, the number taken away from another is the subtrahend. If we are subtracting eighty from ninety, eighty is the subtrahend. Do you understand the use of the term, "borrow one", in subtraction?

Can you write the terms used in addition and division?

various	eleven	multiply	twenty-one
zero	borrow	per cent	subtracting
eighty	studies	subtrahend	multiplication
ft.			

## Know Your Words

1. Write **multiply**, **study**, and **eighty**. Change each *y* to *i* and add *es*. *In most cases y is changed to i before a suffix, if a consonant comes before the y.*

2. Write the words for **0**, **11**, **21**, **80**.

3. Write **subtract**. Add the suffixes *s*, *ing*, *ed*, *ion* to make **subtracts**, **subtracting**, **subtracted**, **subtraction**. Drop the *ct* of **subtract** and add *hend* to make **subtrahend**.

4. Write these words and mark the vowels called for: *o* in **zero**, the second *e* in **per cent**.

5. Write the two words this sign stands for: **%**.

6. Write the word with a hyphen in it. What numbers need a hyphen? Write the word for **39**.

7. Write the antonym of **lend**.

8. Write the words that rhyme with **seven**, **weighty**, **muddies**, and **sorrow**.

9. Write the word that ends with **tion**.

10. Write **eighty**. Beside **eighty** write its first vowel sound. Write **multiplication** and mark the vowel with the same sound as *ei* in **eighty**. Check with your dictionary.

11. Write in syllables **borrow** and **subtrahend**. Put the accent mark in **borrow**. Check each word with your dictionary.

12. Alphabetize the seven words beginning with *m*, *e*, and *s*. You will need to look as far as the eighth letter. Explain why.

13. Write these words, filling in the missing letters:  
**z — r —**, **per — ent**, **b — — — ow**, **el — ven**, **mult — ply**,  
**— — ghty**, **v — r — — — s**, **t — — — ty-one**, **subtra — — ing**,  
**subtra — — nd**, **mult — pl — cation**, **stud — — —**.

## Some Review Words

pavement	lose	disappointment
shouldn't	worse	brake
neighbour	eighty	carries
association	mixed	practice
telegram	theirs	grocery
improvement	densely	unless
engagement		invitations
torn	map	objectives
various	tires	vacant
ticket	borrow	subtrahend
chores	edge	wound
pail	wrap	mean

## For Dictation

One week-end eleven of us received invitations to visit a camp twenty-one miles away. Our driver was a neighbour who does chores at the camp. He helped us build huge bonfires and gave us a pail of cider and a big bag of doughnuts for the party.

The other day a telegram came to our house from Uncle Jim. Uncle Jim is a bachelor and always has plans for our welfare and improvement. This time he had tickets for a fine play.

## Know Your Review Words

1. Write the Review Words which are homonyms of **pale, rap, there's, break**. Write a sentence using these and your Review Words correctly.

2. Make small words from: **pavement, improvement, engagement, eighty, mixed, densely, unless**.

3. Write the contraction for **should not**.

4. Write the words in the column at the left. From the words beside each, write its antonym.

worse	sad	better	well
lose	win	run	have
vacant	occupied	empty	full

5. Alphabetize the following words: **various, telegram, wound, shouldn't, vacant, ticket, worse, tires, theirs, wrap**. Check your dictionary to make sure you have put these in correct alphabetical order.

6. Make new words by:

- dropping the **e** in **lose** and adding **ing**.
- changing the **d** in **mixed** to **s**.
- adding **ed** to **wound**.
- adding **t** to **mean**.

7. Mark the accent in each word: **ticket, engagement, borrow, eighty**. Check each word with your dictionary.

8. There are two words in your Review List which are terms in arithmetic. Write them.

9. Write two words with the suffix which has the sound of **shun (tion)**.

10. Draw a line through the silent **e** in each of these words: **pavement, chores, lose, practice, edge**.



## Entertainment, Then and Now

From early times man has enjoyed some sort of entertainment after his day's work. Probably the earliest form was listening to a story-teller around a campfire after a feast.

We know that six hundred years before Christ, the Greeks had theatres in the open air where plays were given on a sort of stage, following religious worship. The Romans gave elaborate circuses for the amusement of the people. The nobles of the Middle Ages were entertained by wandering minstrels and often by a tournament or a pageant.

Boys and girls of today may enjoy the circus, with animals trained to do stunts, a tall man, a dwarf, a fat lady, a very polite clown, and a clown full of mischief! People may attend the opera, in which the players are colourfully dressed and the chorus dances and sings in interesting costumes.

The inventions of science have brought within the reach of all three great forms of entertainment—the motion picture, the radio, and television. Now nearly everyone can hear great orchestra music without leaving his own home, and many can see movies there too.

opera	stunts	science	orchestra
dwarf	nobles	worship	stage
players	chorus	pageant	entertainment
leaving			

## Know Your Words



1. The plural of **dwarf** is **dwarfs**. But the plurals of **calf** and **life** are **calves** and **lives**. Write these words.

2. Write the two words with **ch** in them. After each word write the one letter which **ch** sounds like, and check with your dictionary.

3. Add **s** to form the plural of: **opera**, **noble**, **science**, **stunt**, **orchestra**, **pageant**, **player**, **stage**, **entertainment**.

4. Add **es** to form the plural of **chorus** and **class**.

5. Double the **p** in **worship** and make new words by adding **ed** and **ing**.

6. Write the words with the suffixes **ment**, **ing**, and **ers**.

7. Write **pageant** and say it to yourself. After the word tell whether the **g** is hard or soft. Check with your dictionary.

8. Write one word with **ar** in it, three words with **er**, and three words with **or**. Does **or** sound alike in all three words?

9. Write **science**, **nobles**, **stage**, and **stunts** and mark these long or short vowels: **i** in **science**, **o** in **nobles**, **a** in **stage**, and **u** in **stunts**.

10. Drop the suffix **ment** from **entertainment** to form **entertain**. Now add **ed**, **er**, **ing**, and **s**. What new words do you get?

11. Write these words, filling in the missing letters: **w** — **rship**, **op** — — —, **nob** — — **s**, **sta** — —, **s** — — — — **nce**, **or** — — **est** — —, **entert** — — — — **ent**, **pla** — **ers**, — — **or** — **s**, **l** — — **ving**, **pa** — — — **nt**, **dw** — **rf**, **st** — **nts**.

## Colonial Shipping

Anyone looking today at the rocky shores of Nova Scotia can understand why, two hundred years ago, the men of nearly every settlement along the coast turned mostly to the sea for their living, instead of to the soil. The great variety of fish in the sea that could be caught by hook or net helped to make the fishing industry a simple and natural development.

By about 1750 commerce with England and with other parts of our continent had gone forward by leaps and bounds. A dangerous whaling voyage would sharpen the wits of any sailor, and visits to foreign lands provided excitement for a long time.

The sailing ships were made just the right width and length for the greatest speed. They had plenty of space to carry fish, flour, and other articles to England and to bring manufactured goods home. Fish were shipped to the West Indies, also, and the ships returned with great cargoes of sugar and with molasses for making rum. Ships began carrying passengers from seaport to seaport along our coast.

mostly	space	seaport	commerce
flour	simple	sharpen	excitement
speed	hook	forward	continent
living			

## Know Your Words





1. Write the new word that means:  
a. rapid movement                      b. trade
2. Write the word that begins with **ex**.
3. Alphabetize the five words beginning with **s**.
4. Write the compound word with **port** in it.
5. Make a new word by adding the suffix **ment** to **excite**.
6. Add **en** to **sharp** to make **sharpen**. Add **er** to **sharpen** to make **sharpen**er. Add **er** and **est** to **sharp** to make **sharper** and **sharpest**.
7. Write the words with **ee**, **oo**, and **mm** in them.
8. Write the three words ending with silent **e**.
9. Write **continent**, **mostly**, and **space** and mark the first vowel in each long or short.
10. Write two words with **ar** in them, two with **or**, one with **er**, and one with **our**.
11. Write in syllables the seven words of two syllables and put the accent mark in each. Do the same for the two words of three syllables. Check the division of each word with your dictionary.
12. Write these words, filling in the missing letters:  
**sp** — — **d**, **simp** — —, **spa** — **e**, **h** — — **k**, **co** — — **er** — **e**,  
**cont** — **n** — **nt**, **fo** — **ward**, **most** — —, **e** — — **it** — **ment**,  
**fl** — — **r**, **s** — — **p** — — **t**, — — — — **pen**.

## Smallpox

One hundred and fifty years ago an English doctor, settled in his office with his certificate hanging on his wall, would have agreed with you that he really knew little about medicine. He might give advice on various diseases and resort to strange cures to relieve pain. However, he would certainly have declared that he was helpless against such dangerous diseases as smallpox and the "black death" which had swept over Europe in great waves, killing thousands. The rude medicine of those days had its defects.

Nowadays medicine still has some defects, but there has been tremendous development in the methods of preventing and controlling disease.

The earliest use of prevention in medicine was made in 1798 by Dr. Edward Jenner, who first tried vaccination to prevent smallpox. His great discovery came when he learned that English milkmaids who had had cowpox did not catch smallpox. Dr. Jenner began to vaccinate people with cowpox and found that they did not get smallpox. Today, owing to vaccination, smallpox has been almost wiped out.

pain		advice	settled	rude
swept	resort	defects	certificate	
office	agreed	smallpox	declared	
dangerous		development		

## Know Your Words

1. Write these sentences, using either **sweep** or **swept** in each:

a. The wind \_\_\_\_\_ the street clean yesterday.

b. We must \_\_\_\_\_ the room after the party.

2. Write five new words beginning with **ad**, **de**, **re**.

3. Add **d** to **declare**, **settle**, and **agree** to make words in this week's list. Drop silent **e** in **declare** and **settle** and add **ing**. Add **ing** to **agree**.

4. Write the words with **ee**, **ff**, **ll**, and **tt** in them.

5. Write **pain** and after it put the vowel sound of **ai**.

6. Add the suffix **ment** to **develop** and **ous** to **danger**.

7. Write the word that rhymes with: **slept**, **main**, **price**, **assort**, **prepared**, **expects**, **succeed**, **food**.

8. Alphabetize the words beginning with **a**, **d**, **r**, **s**.

9. Write **certificate**. Above each **c** write its sound. Do the same for **defects** and **office**.

10. Write **certificate** and **development** in syllables and show the accent of each word.

11. Write the two words ending with **ice** and mark the long or short sound of **i** in each word.

12. Write four words containing **ar**, **er**, and **or**. Such words are most often mis-spelled when the vowel followed by **r** is in the last syllable. Among such words are **nicer**, page 16; **timber**, page 18; **pitcher**, page 20; **miner** and **hammer**, page 24; **cider**, page 28; **giver** and **bachelor**, page 34; **inner** and **driver**, page 36. Write these words.

13. Write these words, filling in the missing letters: **sw** — — —, **se** — — **led**, **devel** — — **ment**, **advi** — **e**, **a** — **r** — — **d**, **res** — **rt**, **defe** — **ts**, **sma** — — **p** — —, **c** — — **tificate**, **r** — **de**, **p** — — **n**, **o** — — **i** — —, **decl** — — — **d**, **danger** — — **s**.



## The British Commonwealth

The British Commonwealth is the usual name now for what used to be called the British Empire. The objections to the word "Empire" include the fact that it gives a false impression. The word makes people think of other empires of the past in which one nation governed many others for its own profit, regardless of the liberty or happiness of the conquered nations.

One such empire was that of Spain in America, where, in the sixteenth century, Cortez, Pizarro and other Spanish explorers cruelly subdued the Aztecs of Mexico and the Incas of Peru, hoping to seize their treasures.

An inspection of its record may show that the British Empire was different from empires of the past and was organized differently. As many of the countries of the old British Empire grew up, an adjustment was made in the way they were governed, to give each complete liberty and a parliament of its own. The Commonwealth is not a union but a group of countries that recognizes the Queen as its head. Canada, a nation in this great Commonwealth, became its first Dominion in 1867, when Queen Victoria signed the "British North America Act". Other parts of the Commonwealth are learning to govern themselves.

union	empire	governed	objections
nation	liberty	organized	hoping
record	parliament	happiness	signed
	adjustment	inspection	

## Know Your Words

1. Some words have different pronunciations for different meanings. Find the two pronunciations of **record** in your dictionary. Write these sentences, showing the correct pronunciation of **record** in each (**rec'ord**, **record'**):

- a. The secretary will **record** the speech.
- b. You will find a **record** of the speech in the file.

2. Change y to i in **happy** and add **ness**.

3. Find **British Empire** with capital letters in the story. Now write **empire** with a small letter. Can you tell when this word is written with a capital and when it is written with a small letter?

4. Add **ed** to **govern** and **d** to **organize** to mean **did govern** and **did organize**.

5. Write three words ending with **tion** or **tions**.

6. Write **empire** and **umpire**. Say these words. Do not mix them.

7. Write the words beginning with **ad**, **in**, **par**, **re**, **ob**.

8. Write the word that begins with **par**. Notice the **i** comes before the second **a**.

9. Write in syllables **union**, **liberty**, **nation**, **empire**, **hoping**, and **happiness**, putting the accent in each. Mark the first vowel in each word. Check with your dictionary.

10. Write these words, filling in the missing letters:  
**lib** — — **ty**, **a** — — **ustment**, **inspe** — — **ion**, **p** — **rl** — — **ment**,  
**gove** — **ned**, **org** — **nized**, — **bjections**, **happ** — **ness**,  
**un** — — **n**, **re** — — **rd**, **na** — — — —, **emp** — — —, **si** — — **ed**,  
**ho** — **ing**.

*To the Teacher: Here is another week's work given in detail. You will secure more successful results if you follow this plan weekly.*



## The Six Nations

Usually we think of Red Indians as an assortment of fierce, haughty tribes, always fighting each other, or uniting only against the white men.

Perhaps as long ago as 1459 five tribes of the Iroquois nation united to form the Iroquois Confederation. With the appointment of a leader, Hiawatha, the confederation soon became strong and famous. They often met around the council fires to discuss matters of common interest. Today such a meeting would be called a convention. The account of their progress is remarkable.

Later when another tribe joined them the confederation was given the name, "The Six Nations". This confederation had more power than any other group of Indians, and it might have been thought that they were now more liable to attack others. But there needed to be no fear on this account for its leaders hoped that before the confederation was completed all tribes would be united. Thus there would be an end to war and their miserable fear of each other.

Many Iroquois once lived in lands running across what is now the provincial boundary of southern Ontario and Quebec. Many Canadian citizens today descend from them. They doubtless look towards the United Nations, as their fathers did towards the Iroquois Confederation, to bring about their common dream of an end to war.

power	liable	convention	miserable
united	provincial	assortment	haughty
citizens	account	appointment	completed
	needed	confederation	

## Know Your Words

1. Write two words ending with **tion**, two with **able**, two with **ment**, and one with **al**.

2. Alphabetize the two words beginning with **con**. You will need to look at the fourth letter of each.

3. Write the words beginning with **pro** and **acc**.

4. Write the words that rhyme with **tower**, **invited**, **amount**, **heated**, **weeded**, **nation** and **naughty**.

5. Write **citizens** and **convention**. After each write **k** if the **c** is hard or **s** if the **c** is soft.

6. Write **united**. Now write another form of this word by dropping the **e** in **unite** and adding **ing**.

7. Write **Iroquois Confederation** and **United Nations**, using capitals. Now write **confederation** and **united** with small letters and find them this way in the story. When are these words written with capitals?

8. Make small words from: **assortment**, **appointment**, **united**, **completed**.

9. Write these words in syllables: **power**, **citizens**, **miserable**, **appointment**, **provincial**.

10. Write these words, filling in the missing hard parts: **po — — —**, **h — — — hty**, **cit — — — ns**, **l — — ble**, **conven — ion**, **a — — — — ntment**, **un — — — ed**, **ac — — — nt**, **m — — erable**, **confed — ration**, **as — — — tment**, **pr — vinc — — l**, **n — — ded**, **compl — ted**.

## Write Your Words

1. Your teacher will read the sentences. Listen for the words you are to write.

1. Water \_\_\_\_\_ was used at first in mills.
2. The firemen in our town are attending a firemen's \_\_\_\_\_.
3. One \_\_\_\_\_ of Indian tribes was called the Six Nations.
4. His \_\_\_\_\_ at the bank is for two o'clock today.
5. The prince was too \_\_\_\_\_ to speak to his poor subjects.
6. Canada has ten \_\_\_\_\_ governments.
7. All \_\_\_\_\_ who have the right to vote should do so.
8. He liked the chocolates best in the \_\_\_\_\_ of candies.
9. Many nations \_\_\_\_\_ to defeat a powerful enemy.
10. The children felt \_\_\_\_\_ when their picnic was cancelled.
11. The explorer gave them an \_\_\_\_\_ of his adventures.
12. If you don't hurry you are \_\_\_\_\_ to miss the bus.
13. The house \_\_\_\_\_ a coat of paint.
14. The painters \_\_\_\_\_ their work today.

2. Cross out the words you missed and write them correctly.

## Study Your Words

1. Study the words you missed yesterday. You are told how to study them under "How to Use Your Book".
2. Review the words you missed last week. You wrote them in your Word Book.
3. Your teacher may ask you to learn some of your extra words or some of your own words.

## Write Your Words Again

1. Take a piece of paper and write your new words as your teacher says them.
2. Write the words you missed last week. If you learned any other words, write them, too.
3. Write the words you missed today in your Word Book. Spell them correctly.

*Note to the teacher: This is the time to give your pupils the half-year review test. Choose twenty-five words and give them to your pupils in completion sentences. Pupils should write the words missed in this test in their Word Books and review them, using the same procedures as used after the weekly tests. In preparing your test you will find helpful the material on pages 56 and 57.*



## Writing an Essay

Suppose you were asked to write an essay on a topic of your own choosing. What would you do? Here is a good plan to follow:

1. Commence by choosing a topic, like national defence or how cities are lighted, on which you think you can find material easily. Go to a library to find articles on your topic in current magazines. The librarian will show you how to use the *Reader's Guide*. Ask for reference books and other books that deal with your subject.

2. When you read a book or an article, write down the title and the name of the author. As you read, make some notes—that is, write down brief statements of the main facts.

3. Make an outline from the facts you have gathered. Put together the facts that belong in one unit. Each important point deserves an important position in the outline.

4. Now you are ready to write your essay. Write each paragraph as you planned it in your outline. See that all the words are properly spelled. Look in a dictionary if you are not sure. Give your essay an oral reading before handing it in.

unit	defence†	articles	properly
oral	essay	current	commence
main	author	position	paragraph
	dictionary		lighted

## Know Your Words

1. Write the words ending with **ly**, **tion**, **or**, **ent**, **ence**, and **ary**.

2. Write the words with **rr**, **ss**, and **mm** in them.

3. The words **main** and **mane** are homonyms. Write these sentences, using the right word in each:

a. \_\_\_\_\_ means leading or most important.

b. \_\_\_\_\_ means the hair on a horse's neck.

4. Write three words with **ar** in them, one with **er**, two with **or**, and one with **ur**. Say the words to yourself and mark the two words in which **or** and **er** sound just alike. Check with your dictionary.

5. Write the words ending with **al** and **le(s)**. These pairs of letters are sometimes confused.

6. Add **'s** to **author** to show possession. Write **author's** in this sentence, putting a question mark at the end: What is the \_\_\_\_\_ name?

7. Write the plural of **dictionary** by changing **y** to **i** and adding **es**. What rule does this follow?

8. Write the word in which **ph** sounds like **f**.

9. Write these words and mark the vowels called for: **u** in **unit**, **o** in **oral**, the first **a** in **paragraph**, the first **i** in **position**.

10. Write **main** and **essay**. Beside each word write the sound of **ai** or **ay**. Are these sounds alike?

11. Write the word that has two silent consonants.

12. Write these words, filling in the missing letters: **artic**—**s**, **auth**—**r**, **cu**—**—nt**, **co**—**—en—e**, **m**—**—n**, **po**—**—tion**, **prop**—**——**, **par**—**gra**—**—**, **e**—**——**, **defen**—**e**, **li**—**—ted**, **dict**—**—n—ry**, **un**—**t**, **—r—l**. Explain the probable reason for the hard spots in **article** and **defence**.

## Mid-Year Review

- hog**—Mr. Perry raised some corn to feed to his hog.
- provide**—Coal mines provide us with one kind of fuel.
- hardest**—The hardest test we have had this year was the one we had today.
- scissors**—Alice has sharp scissors for cutting out paper dolls.
- kettle**—Steam was beginning to come from the spout of the kettle.
- burnt**—Mr. Wells had burnt some old letters in the fireplace.
- pitcher**—It was such a hot day we drank the whole pitcher of lemonade.
- oatmeal**—The hot oatmeal tasted good on a cold morning.
- dip**—Why don't you dip your fingers in the water to see if it is warm enough?
- quietly**—Through the window we watched the snow as it quietly fell.
- unknown**—The name of the man who wrote this ancient poem is unknown.
- object**—What is the object of starting so early in the morning?
- shouldn't**—Jack shouldn't be late as often as he is.
- lose**—If you lose your carfare, you will have to walk home.
- beef**—The roast beef was served rare.
- grease**—Someone may slip if you do not wipe that grease from the floor.
- theirs**—These books are theirs, not yours.

**dust**—Thick dust had settled on the old clothes in the attic.

**invitations**—Ten invitations have been sent out for Joan's birthday party.

**vacant**—At the theatre the seat next to mine was vacant.

**practice**—Dr. Jones has a large and flourishing practice.

**disappointment**—It was a great disappointment to the class when they failed to win the attendance prize.

**zero**—There is one zero in the number 3607.

**borrow**—I let Jean borrow my umbrella.

**worship**—It was the custom of the ancient Romans to worship many gods.

**chorus**—We sang the chorus of the song, first loudly, then softly.

**simple**—The simple language of this story makes it easy to read.

**speed**—The speed of an airplane is faster now than it used to be.

**advice**—His teacher's advice was to review the spelling words he missed.

**development**—The latest development in science is the perfection of television.

**happiness**—Her happiness was great when her soldier son came home.

**Empire**—The flag of our Empire is the Union Jack.

**confederation**—One confederation of Indian tribes was called the Six Nations.

**united**—Many nations united to defeat a powerful enemy.



## Uncle Nathaniel's Visit

When Mother got the letter from Uncle Nathaniel, she swiftly turned the attic into a bedroom for him. She knew we would all love him and hoped that he would stay a long time.

The first night of his visit Trudy asked him what he did. Uncle Nat replied, "On my last job I was a janitor and ran an elevator. Shall I tell about it?"

Uncle Nat proved to be the most entertaining storyteller we had ever heard. He had been catcher on a baseball team. He had spent part of his life in China as a tea planter, and at various other times he had done a variety of other interesting odd things. Since he had worked in a furniture factory, he refinished our old dining-room table and polished it with wax till it shone like glass. Once he had been a fireman, just, he said laughingly, because he was a handy man with a hose.

His suitcase was filled with treasures—everything from an old pair of overshoes to a receipt for money he had paid for a worthless mine and several old-fashioned tablets of writing paper. He even had two table napkins that had belonged to his own uncle's family. Best of all, he had a curious old rifle (without any bullets).

wax	catcher	planter	elevator
hose	tablets	receipt	polished
handy	janitor	napkins	overshoes
	swiftly	rifle	

## Know Your Words



1. Write **catch**. Add **es**, **ing**, **er**. Write **caught**. **Caught** means **did catch**.

2. Write the compound word with **shoes** in it. Notice how the last three letters sound. There are several ways to spell this sound. Here are some of the words that rhyme with **shoes** but are spelled differently: **whose**, **choose**, **bruise**, **blues**, **crews**, **coos**, **ooze**, **dues**. Write them.

3. Make new words by adding **y** to **hand**, **ly** to **swift**, **er** to **plant**, and **ed** to **polish**.

4. Write four words with **er** and **or** in them. Look in your dictionary to see if these letters sound alike.

5. Write the word that has silent **p** in it. Cross out the **p**. Beside the word write the vowel sound of **ei**.

6. Write the word that rhymes with: **lax**, **nose**, **candy**, **trifle**.

7. Write the new word that means:

- |   |                  |                            |
|---|------------------|----------------------------|
| a. quickly                                | b. gun           | c. pills, or pads of paper |
| d. caretaker                              | e. skilled       | f. gum made by bees        |
| g. squares of cloth                       | h. a ball player |                            |
| i. a cage that carries people up and down |                  |                            |
| j. a rubber pipe, or stockings            |                  |                            |

8. Write these words, filling in the missing letters:  
**ho — —**, **jan — t — r**, **el — vat — r**, **rec — — pt**, **ca — — — er**,  
**wa — —**, **pol — — — ed**, **sw — f — ly**, **pla — ter**, **tab — — ts**,  
**oversh — — —**, **na — — ins**, **han — y**, **ri — — e**.

## Life on the Prairie

In 1810 Mary Baines moved with her family to the Prairies. Though she was only eleven years old at the time, an examination of her neat little letters shows how hard Mary worked in that first poor little home on the prairie.

She wrote: "I was up early this morning to churn butter. I almost froze. My fingers were blue with cold. The lid wouldn't stay on, and I was splashed with cream."

Another time she said. "Wolves broke into our chicken coop last night. Father shot at them, but not before they made off with some of our best poultry."

In the fall of 1811 she told of making a quilt. "If I have cut out one patch," she wrote, "I have cut out a thousand. We have managed to scrape together a little money, because Mother preaches nothing but thrift all day long."

Later Mary tells us that her father caught two mink in his river traps. She was happy because "one skin will make me a cap and the other will go on my blue coat." Her mother had woven the material, and the blue dye had come from Fort Garry.

lid	coop	churn	neat
dye	quilt	thrift	poultry
mink	patch	wolves	prairie
	examination	froze	

## Know Your Words



1. Write the plural of **wolf** by changing the **f** to **v** and adding **es**.

2. Write the word that means a cover for a bed. Remember that in English words **q** is always followed by **u**. Alphabetize **quilt**, **quarter**, **question**, looking at the third letters.

3. Write the new word that means:

- a. colouring matter      b. grassland without trees
- c. to beat cream in order to make butter
- d. a small furry animal
- e. did freeze
- f. the opposite of **wastefulness**
- g. chickens, ducks, geese, etc.

4. Write the synonyms for **cover**, **pen**, and **test**.

5. Write **mink**, **lid**, **thrift**, **froze**, and **patch** and mark the long or short vowel in each.

6. Add **y** to **thrift** to make a word that means **saving**.

7. Write these sentences, using **dye** and **die**:

- a. The fish will \_\_\_\_\_ if it is not kept in water.
- b. Are you planning to \_\_\_\_\_ that dress black?

8. Write the words that rhyme with: **burn**, **built**, **hid**, **beat**, **stoop**, **sink**, **drift**, **goes**, **scratch**.

9. Write these words, filling in the missing letters:  
**pr**—**r**—, **pa**—, **p**—**ltry**, —**ilt**, **exam**—**nation**,  
**l**—**d**, **w**—**l**—**s**, **d**—**e**, **ch**—**rn**, **n**—**t**, **t**—**ift**, **min**—,  
**c**—**p**, **fro**—.




## Grandmother's Cookbook

I was reading Grandmother's cookbook not long ago and was surprised at the rich food they ate. It was not a printed book but a small, neat book written in a long, slanting hand. Its grammar was not always the best, but ways of speaking and writing change.

In it was a copy of many an oft-tried recipe. Cakes called for a dozen eggs and a pound of butter. Soup was to be made "smooth with heavy cream". If a measure was given, it was "heaping tablespoons", a "good cup", or "squares of butter to be added".

The first part of the cookbook contained recipes for making pickles—sweet pickles, sour pickles, watermelon pickles, and spiced fruits. Grandmother had written a note on one recipe: "Not too much celery seed next time. H.R. (Grandfather) doesn't like it." On another she said, "Almond is poison in H.R.'s stomach."

She had ways to bake cake flavoured with vanilla and to make pies. The deep-dish cherry pie sounded delicious. She had recipes for cooking venison, quail, and rabbit. One whole page was devoted to "how to fry chicken or geese in deep butter fat."

	grammar	soup	smooth	squares
fry	celery	vanilla	measure	
sour	bake	pickles	added	
	copy	geese		

## Know Your Words

1. Write the antonyms of **sweet** and **rough**.
2. Write **add**. Add **s**, **ed**, **ing**, **ition** to make **adds**, **added**, **adding**, **addition**. Add **al** to **addition** to make **additional**.
3. Write **measure**. Add the suffix **ment** to make **measurement**.
4. Change **y** to **i** in **fry** and **copy** and add **es** to make **fries** and **copies**.
5. Add **ing** to **fry**. Do not change **y** to **i** before **ing**.
6. Write **measure** and beside it the sound of **ea**.
7. Divide **celery**, **vanilla**, and **pickles** into syllables. Show the accent of each word.
8. Write the new words that mean:
  - a. more than one goose
  - b. a stringy vegetable
  - c. a flavouring used in cake
  - d. a figure or piece with four equal sides
  - e. foods preserved with salt or vinegar
9. Write the five words with double letters.
10. Write the words that rhyme with: **flour**, **why**, **cake**, **hoop**, **care**, **tickles**, **treasure**, **padded**, **poppy**, **soothe**, **cease**.
11. Write **Grandmother's** **cookbook**, using **'s** to show possession. Words used as names of people are **capitalized**, which means that they begin with capitals.
12. Write **grammar**. Pronounce it. Notice that the **ar** sounds like **er** in **hammer**. That is why the second **a** is the hard spot.
13. Write these words, filling in the missing letters:  
**m** — — **sure**, **sq** — — **r** — **s**, **s** — — **r**, **sm** — — **th**, **pi** — — — — **s**,  
**s** — — **p**, **ba** — —, **co** — —, **gramm** — **r**, **ce** — — **ry**, **fr** —,  
**v** — **ni** — — **a**, **a** — — **ed**, **g** — — — —.


## Modern Newspapers

Speed, speed, speed! This is the keynote of the modern newspaper. Every hour reporters rush out to get the facts, then rush back to the office to write their assignments. They must be altogether correct in every statement they make, and they must have a clear outline in mind so that those who read may understand. If there is any fact they do not know they must look it up in the file-index system of reference.

The advertisements are handled by the advertising department. Anyone wishing to insert an advertisement of goods for sale gets in touch with this department.

Another great department of a newspaper is the printing department. Here again speed is what counts. News is not news unless it gets to the public immediately. Imagine telling about today's fire next week! The type is prepared by an elaborate process and put on the press. These huge machines can print, cut, fold, and count the newspapers as they come out.

Last of all, trucks, trains, and airplanes speed the newspapers to the hands of the waiting public. Even the boy who peddles newspapers on the street has to hurry to get them sold before the next edition is out.

press	modern	statement	assignments
fold	outline	goods	newspapers
index	peddles	department	advertisement
	imagine		altogether

## Know Your Words

1. Write in syllables the word of four syllables that begins with **ad**. Put in the accent mark. Check with your dictionary. In writing, you may divide a word between any two syllables at the end of a line. Use a hyphen, like this: **ad-**, **adver-**, or **advertise-**. Remember to put the rest of the word on the next line. In printing, a long word is divided as near the middle as possible. Where, then, should the printed word **advertisement** be divided?

2. Write two compound words, using these four words: **papers**, **out**, **news**, and **line**.

3. Drop the suffix **ment** from four words. What does **advertise** mean? **assign**? **state**? **depart**?

4. Write the word with **ar** in it and the four words with **er**. Say them to yourself, listening to the sounds of **ar** and **er**.

5. Write the words beginning with **de** and **in**.

6. Write the two words ending with silent **e**. Cross out the **e**. Write the word with double **o**.

7. Alphabetize the four words beginning with **a** and **f**.

8. Write the antonym of **ancient**.

9. Write the words that rhyme with **mess**, **woods**, **refinements**, **sold**, and **meddles**.

10. Write these words and mark the long or short vowels called for: **a** in **statement**, the first **e** in **peddles**, **i** in **index** and **outline**, **o** in **fold** and **modern**.

11. Write these words, filling in the missing letters: **dep**—**rtment**, **n**—**—spa**—**ers**, **adverti**—**—ment**, **ind**—**—**, **a**—**—i**—**—ment**, **stat**—**ment**, **i**—**agin**—**—**, **fo**—**d**, **mo**—**—n**, **pe**—**—s**, **a**—**tog**—**ther**, **o**—**tli**—**—**, **g**—**—ds**.



## Jumping Buttons

“Buttons” was a small horse, rust brown in colour, lively and full of spirit. Once he was out of the stable, he would switch his tail and lay back his ears if anyone tried to hitch him to a post and leave him there. When his saddle and bridle were on, he was anxious for that first wild run.

One summer the owner of Buttons decided to train him for hunting, and this meant he had to master all the difficulties of jumping. That was when I got acquainted with Buttons. The owner’s plan was to let me ride Buttons and thus to train us both. I think Buttons understood, because he teased me from the start.

Early one morning we rode our ponies out to the ring. Buttons tossed his head and tried to refuse the lower jumps, but I rode with a determined hand. He was rapidly approaching a two-foot jump when, midway, he stopped dead. I was thrown neatly over his head and landed on my feet, still holding a strap.

Poor Buttons! Nothing could prevent the lessons from continuing. I mounted and tried again. By fall Buttons had learned to jump.

lower	bridle	teased	rapidly
acquainted	switch	thrown	prevent
hitch	saddle	midway	understood
	difficulties	ponies	

## Know Your Words



1. Most words have two or more meanings. Write the word that means:

- a. to move from side to side quickly, or to turn from one track to another
- b. part of a horse's harness, or to control
- c. to make fast, or a difficulty

2. Write a compound word, using the words **way** and **mid**.

3. Write the words containing **dd**, **ff**, and **oo**.

4. Use the rule about changing **y** to **i** before a suffix and make the singular of **ponies** and **difficulties**.

5. Alphabetize the new words in this lesson.

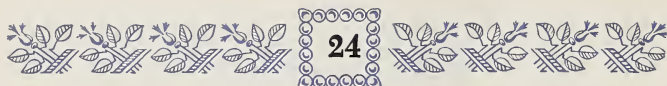
6. Make new words by adding **n** to **throw**, **d** to **tease**, and **ly** to **rapid**.

7. Write the word that rhymes with: **grown**, **painted**, **pleased**, **cement**, **straddle**. Write the two words that rhyme with each other.

8. Write the word in this lesson that has a homonym in common use that rhymes with **bone**. Write the word in this lesson that is a homonym of a word meaning of a **bride**.

9. Write the words beginning with **pre** and **under**.

10. Write these words, filling in the missing letters:  
sa — — — —, swi — — — —, l — — er, underst — — d, rap — dly,  
thro — —, hi — — — —, p — — vent, a — — uainted, t — — s — d,  
di — — — cult — — s, m — dwa —, pon — — s, brid — —.



## Who Was “Major C”?

“Major C” is my favourite mystery. I picked him up in a tiny, dark shop in New Orleans, and now he hangs on the wall above my desk. I have no idea who he is, for he is only a small miniature, painted in colours that are still bright.

On the back of the little picture are written merely the words “Major C”.

That is all I know about him—or is it? His blue uniform suggests to which side he made his pledge in the War Between the States. I know his rank. He must have been a success as a major, because he was the holder of a military decoration, which is painted on his breast.

In his hand is a long sword with a hilt of gold, and how clean and shining the blade is! “Major C” was young when this miniature was painted. There is a frank, boyish smile on his handsome face. I can almost see him give the signal to his drummer boy to begin the rat-tat-tat on his drum.

I wish I knew how to get in touch with his family and return him to his heirs. He’d be worth a lot to them—but think how I’d miss “Major C”.

rank	blade	signal	success
drum	major	pledge	military
smile	worth	holder	miniature
	decoration	touch	

## Know Your Words

1. Write the words ending with the suffixes **ary**, **tion**, **ture**, **al**, **er**, and **or**.

2. Write the word beginning with **de**.

3. Write the word that rhymes with: **folder**, **drank**, **sledge**, **made**, **while**, **possess**, **sum**, **such**.

4. Write the word with both **cc** and **ss** in it. Mark the sound of **e** and of each of the two **c**'s.

5. Drop silent **e** in **pledge** and **smile** and add **ing**.

6. Alphabetize the new words in this lesson.

7. Write the six words of one syllable.

Write **miniature** and **military** and divide each into four syllables. Check with your dictionary.

Write in syllables **signal**, **success**, and **holder** and mark the accent in each.

8. Write the words that may mean either:

a. an army officer, or a kind of key in music

b. a leaf of grass, or the cutting part of a sword

9. Write these words and mark the vowel sounds called for: **a** in **rank** and **blade**, **e** in **pledge**, **i** in **smile** and **signal**, **o** in **holder**, **u** in **drum**.

10. Write **major's sword**, using 's to show possession. Now write **Major Brown**, using a capital for **Major** because it is part of a name.

11. **Heirs**, in the story on page 68, is an interesting word. Look it up in a larger dictionary.

12. Write these words, filling in the missing letters:  
**mil** — **tary**, **d** — — **m**, **su** — — **ess**, **pl** — — — **e**, **w** — — **th**,  
**ran** —, **dec** — **ration**, **smi** — —, **ma** — — **r**, **hol** — **er**,  
**min** — — **ture**, **sign** — —, **bla** — —, **t** — — **ch**.

## Some Review Words

janitor	dictionary	thrift	elevator
dye	receipt	measure	position
grammar	examination	articles	prairie
altogether	smooth	polished	added
defence	statement	current	newspapers
imagine	thrown	acquainted	
difficulties	swiftly	assignments	
pickles	rapidly	froze	
prevent	commence	index	
rifle	advertisement		

## For Dictation

One day mother asked our friend, the major, for dinner. She made his favourite celery soup, baked a vanilla pudding and served watermelon pickles. There was a smile on the major's face when he sat down at the table. Mother said that smile was worth all her work.

A year ago Mary Smith went to live on the prairie. She rapidly became acquainted and now cannot imagine living anywhere else. She would miss the ponies and the fun altogether!

## Know Your Review Words

1. Write the antonym for each of these words: slowly, rough, melted, subtracted, end.

2. Write these sentences selecting the correct word in each instance:

a. Did you (dye, die) your dress red?

b. If her dog were to (dye, die), Patsy would be be very unhappy.

c. The (currant, current) magazine is on the rack.

d. Mother baked a lovely (currant, current) pie for Johnny's picnic lunch.

3. Write the plural of receipt, dictionary, index.

4. Write the singular of difficulties, newspapers, assignments, articles.

5. From these words drop the necessary letters, and add ing: imagine, thrown, acquainted, add.

6. Above each c in these words write its sound: defence, dictionary, receipt, articles, current, commence.

7. Draw a circle around the suffix in each word: janitor, examination, swiftly, advertisement.

8. Divide these words into syllables: grammar, altogether, imagine, measure, polished, index. Check with your dictionary.

9. Match the meanings below with words from your Review List:

a. a gun

b. the rules for using a language correctly.

c. lift for passengers; building for storing grain

d. careful spending

e. particular task

10. Draw a line through the words having double consonants: grammar, smooth, difficulties, added, goods, beech, assignments.



## Clean-up Time

The Civic Welfare League announced in the local paper that a distinguished visitor was to choose a model town from among the communities in the district.

Naturally, Broadriver wanted to be selected, the article went on to say. Its climate was perfect. So was its natural setting, with its position on both banks of the river, such as no other town could equal. No other town had such graceful bridges. But the town should be cleaner. (People who threw trash from cars should be taken to court.) The regular force of men was unable to handle the situation without help. The league suggested that boys and girls assist in clearing away dirt and rubbish that attracted flies. If piles and bundles were placed by the nearest street or alley, trucks would pick them up.

The article appealed to the civic pride of the grown-ups as well as of the young people. It urged the men to paint their houses, at least the screen doors and porches, and it asked each woman to work on her lawn.

The campaign waged by the Civic Welfare League was a success. In six weeks Broadriver was cleaned and beautified and was actually chosen as the model town.

alley	trash	court	rubbish
civic	unable	setting	visitor
climate	league	cleaner	flies
	communities	lawn	

## Know Your Words



1. Write the word with the prefix **un**. How does **un** change the meaning of **able**? Of **happy**? Of **expected**?

2. Change **y** to **i** in **community** and add **es**.

3. Double the **t** in **set** and add **ing**.

4. Write the four words with double letters in them.

5. Write the words containing these smaller words:  
**visit**, **clean**.

6. Write two words in which **ea** sounds like **ē**. Write a word in which **ou** sounds like **ō**.

7. Add **er** to **clean** and **or** to **visit**. Do **er** and **or** sound alike or different? Check with your dictionary.

8. Write the word that could be spelled backwards and still be right.

9. Alphabetize the five words beginning with **c**.

10. Write the word that rhymes with: **crash**, **valley**, **meaner**, **letting**, **fort**, **dawn**, **eyes**, **table**.

11. Write **civic** and tell if each **c** is hard or soft.

12. Write **league**. Beside it write whether the **g** is hard or soft. Soft **g** sounds like **j**. Cross out the silent letters.

13. Write these words, filling in the missing letters:  
**se** — — **ing**, **clim** — — —, **vis** — **tor**, **fl** — — **s**, **ru** — — **ish**,  
**a** — — — **y**, **c** — — **rt**, — **nab** — —, **tra** — **h**, **cl** — — **ner**,  
**l** — — **n**, — **iv** — **c**, **co** — — **un** — **t** — — **s**, **leag** — —. Tell why the hard spots are hard in **league**, **court**, and **climate**.



## At a South African Port

Leaning against the rail of the freight ship, Linda looked down at the dock. She was the only idle human being in view. Her father paced the deck and gave orders in his loud voice, while the sailors ran to and fro to obey their captain. Shipping interested Linda, and she accompanied her father on most of his trips.

Even at dawn the heat was intense. When the ship had arrived at this South African port three days before, the first task had been to remove the cargo. For forty-eight hours the tough job of unloading machinery had gone on night and day. Now she was loaded with the ore from which many useful things would be made.

The ship was to leave as soon as a small leak had been mended. Linda could hear the engines beginning to pound. She saw a banner of white steam float across the rosy sky. At last all was ready. The freight ship moved slowly away from her dock. White sandy beaches grew smaller. Only the deep blue sky overhead and the blue water around her remained. The beat of the engines would be music in Linda's ears on the long voyage home.

ore	leak	steam	sailors
float	view	voyage	shipping
idle	dawn	banner	heat
	tough	remove	

## Know Your Words

1. Write these sentences, using the homonyms, **leak** and **leek**, **ore** and **oar**:

- a. The \_\_\_\_\_ is a vegetable.
- b. The \_\_\_\_\_ in the roof must be fixed.
- c. The men took \_\_\_\_\_ from the mine.
- d. The boy steered the boat with one \_\_\_\_\_.

2. Double the final consonant in **ship** and add **ing**. Drop the silent **e** in **remove** and add **ing**.

3. Write the word in which **gh** sounds like **f**.

4. Write the word with the prefix **re**.

5. Write these words and after each write the long or short vowel sound called for:

- |                              |  |
|------------------------------|--|
| a. <b>ou</b> in <b>tough</b> | c. <b>ea</b> in <b>leak, heat, and steam</b> |
| b. <b>iew</b> in <b>view</b> | d. <b>ai</b> in <b>sailors</b>               |
| e. <b>oa</b> in <b>float</b> |  |

6. Write the synonyms for **journey**, **warmth**, and **flag**. Write the antonyms for **busy** and **cold**.

7. Write **banner** and **sailors**. Do the **er** and **or** sound alike or different? Check with your dictionary.

8. Write the word that rhymes with: **lawn**, **cream**, **bridle**, **prove**, **rough**, **more**, **speak**, **manner**, **boat**, **ripping**, **meat**.

9. Write the one syllable words with **w** in them.

10. Write the six two-syllable words in syllables and show the accent of each.

11. Write these words, filling in the missing letters:

12. Write these words, filling in the missing letters:  
sail — rs, shi — — ing, st — — m, t — — — —, l — — — —,  
ba — — — — r, remo — — —, o — — —, vo — age, h — — — t, v — — — —,  
d — — — n, id — — —, fl — — — t.



## After the Crash

Jim and his co-pilot, Bob, crawled out of the ruined plane. Jim was not hurt and Bob had nothing worse than a sore thumb. The men found themselves in hilly, wooded country near the eastern coast of New Brunswick. It was dark, cold and windy, and the ground was covered with icy snow. By flashlight they followed a trail through the woods, stumbling over roots and stones.

Before long they came to a deserted log cabin. "Well, this is rented for the night, and we won't freeze in spite of the icy weather," laughed Jim, trying the locked door. He found a ladder in the woodshed, and they climbed in a window.

The cabin was damp inside, but it had a stove with an oven. Bob soon had a fire going and could remove his jacket. The sleeves were stiff with ice and the buttons seemed frozen. Bob searched the cupboard for food and found a box of crackers and some coffee. Jim filled a pan with snow. "When this melts," he said, "I'm going to make some coffee."

After a comfortable night the men left pay for the food they had taken and hiked to a near-by town, where they reported the accident by telephone.

icy	roots	jacket	oven
hilly	melts	ladder	eastern
damp	windy	rented	flashlight
	freeze	buttons	

## Know Your Words




1. Add **y** to **hill** and **wind** to make two new words. Drop the silent **e** in **ice** and add **y**.
2. Write a compound word with **light** in it.
3. Add **s** to form the plural of: **root**, **button**, **oven**, **jacket**, **ladder**, and **flashlight**.
4. Write the antonym of: **freezes**, **melt**, **calm**, **dry**, **western**.
5. Add **ed** to **rent** to mean **did rent**.
6. Write the new word that means:
  - a. like ice
  - b. a short coat
  - c. in the east
7. Write **Bob's jacket**, using **'s** to show possession.
8. Add **ern** to **east**, **west**, **north**, and **south**. Make four compound words out of **east**, **west**, **north**, and **south**. What do these words mean?
9. Alphabetize **flashlight**, **flash**, **flashes**, **flashed**, and **flashing**. Look as far as the seventh letter.
10. Write four words with double letters in them.
11. Write the word that rhymes with: **clamp**, **racket**, **chilly**, **belts**, **sadder**, **spicy**, **bees**, **boots**, **invented**, **gluttons**.
12. Write these words and mark a long or short **i** in each: **hilly**, **icy**, **windy**, **flashlight**.
13. Write these words, filling in the missing letters:  
**m - lts**, **wind -**, **ja - - et**, **b - tt - ns**, **da - -**,  
**flashli - - -**, **east - - n**, **la - - er**, **r - nted**, **i - -**,  
**fr - - - e**, **ov - n**, **r - - ts**, **hi - - y**.

## Pyramids and Mummies

Once the Egyptian pyramids presented an interesting puzzle. This puzzle was solved some time ago. It is now known that they were built as tombs to keep secure the mummies, or dead bodies, of kings. The pyramids, constructed altogether of stone, probably by slave labour, are among the oldest existing buildings in the world. Older than any castles or forts or churches or temples of Europe or of America, they date back nearly five thousand years.

Quite as interesting as the great tomb itself is the mummy which was hidden inside in a secret room. The Egyptians believed that physical life went on after death and that the body should, therefore, be preserved. They discovered a wonderful treatment, which took about ten weeks' time. After the body was prepared, it was neatly wrapped in strips of linen cloth, which were like a bandage. The mummy was then arranged in a painted wooden case and placed in its tomb. Food, clothing, jewels, and toilet articles were buried with the bodies to insure their physical comfort. Nowadays mummies of animals, as well as of people, can be seen in many a museum.

labour†	neatly	secure	physical
itself	puzzle	museum	arranged
case	jewels	temples	treatment
	 nowadays	bandage	

## Know Your Words

1. Write these plural words: **temples**, **jewels**. Make each word singular by crossing off the **s**.

2. Make new words by dropping these suffixes:

a. **ly** from **neatly**

c. **age** from **bandage**

b. **d** from **arranged**

d. **ment** from **treatment**

3. Write the words containing **rr** and **zz**.

4. Write the words ending with **al**, **se**, and **le**.

5. Write the word ending with **our**. Look in your dictionary to see how this **our** sounds.

6. Write the word made of **self** and **it**.

7. Write the word that begins with **mu** and ends with **um**.

8. Write the compound word with **days** and **now** in it.

9. Write two words with **ea** in them. After each write the vowel sound of **ea**.

10. Write the word that rhymes with: **muzzle**, **place**, **endure**, **exchanged**.

11. Write the word in which **ph** sounds like **f**.

12. Write **bandage** and after it the sound of **g**.

13. Write these words in syllables and mark the accent in each: **labour**, **jewels**, **temples**, **museum**, **itself**. Mark the sounds of the two vowels in **itself**.

14. Drop the silent **e** in **secure** and add **ing** and **ity** to make **securing** and **security**.

15. Write the word in which **ew** has the sound of **ōō**.

16. Write these words, filling in the missing letters: **s — cure**, **lab — — r**, **its — — —**, **ar — anged**, **j — — — ls**, **puzz — —**, **tr — — — ment**, **temp — — s**, **no — ada — —**, **band — ge**, **ca — —**, **ph — — — cal**, **mus — — m**, **n — — tly**. Explain the hard spot in **labour**.



## Volleyball Championship

May 13

Dear Barbara:

I must tell you the news at once. We won the volleyball championship. Six schools competed, and we came out highest. Volleyball is a great sport!

The final game was played yesterday. I'll tell you a secret—I almost made our team lose the championship! I was jealous of the girl who was elected captain, and I was satisfied not to play my best. At the end of the first half, they really began to whip us; the score was 8-4. Our monitor said to me, "You ought to be in kindergarten playing croquet!" Then I realized what a poor sport I had been. I told our coach I was sorry, and she said, "Everybody makes mistakes." When the game started again, let me tell you, I played hard. As the clock began to strike four I knew the championship was safe.

Mother showed me a picture of her school volleyball team. They wore bloomers and looked very silly indeed.

As ever, Joan

safe	strike	monitor	volleyball
sport	highest	mistakes	kindergarten
silly	jealous	bloomers	championship
	whip	satisfied	

## Know Your Words



1. Add **er** and **est** to **high** to make **higher** and **highest**. Add **r**, **st**, and **ty** to **safe** to make **safer**, **safest**, and **safety**. Change **y** to **i** in **silly** and add **er** and **est** to make **sillier** and **silliest**.

2. Change **y** to **i** in **satisfy** and add **ed** to make **satisfied**.

3. Write the word with one double **l** and the word with two double **l**'s. Write the word with double **o** in it.

4. Write the word with the prefix **mis**. Write the word with the suffix **ship**.

5. Write **safe** and **sport** and mark each vowel sound. Cross out the silent **e**.

6. Write in syllables the word having four syllables of three letters each.

7. Alphabetize the words beginning with **s** and **m**. You will have to look at the third letter.

8. Write **jealous** and after it write the vowel sound of **ea**. Be sure to check with your dictionary.

9. Write two words with **er** and two with **or**. Underline the words in which these letters sound alike.

10. Write **whip**. Pronounce it. Sound the **wh** as in **whistle**.

11. Write these words, with all their letters: **mi — ta — — s**, **satisf — — —**, **s — — ly**, **sa — —**, **kindergar — en**, **sp — — t**, **j — — l — — s**, **hi — — — — —**, **vol — — y — ball**, **mon — t — r**, **w — ip**, **c — amp — — nship**, **stri — —**, **bl — — mers**.



## A Letter From the City

May seventeenth

Dear Bob:

I was glad to get your letter yesterday. You talked of coming to the city some day to make your fortune as a banker. Why not come now, but forget banking for a while? I can get you a job during the day if you want to work in the cafeteria with me. All you have to do is to work hard and be civil and friendly to the customers.

At night I do things that have more interest for me. Right now I am working in a music shop and learning a good deal about radios. Recently I repaired one nicely and put in the aerial by myself. I am learning how to tune pianos and to put varnish on violins so that it will harden properly. I am also teaching English to one of the men in the shop. Imagine my starting with the alphabet and working all the way up to the difference between a verb and a noun!

How is your mother? Is she still weaving those beautiful materials? I never see anything half so fine in the shops here. Do you still have your pet crow, and does he steal crumbs, seeds, berries, etc., as he used to?

Jim

etc.	civil	nicely	interest
verb	steal	aerial	cafeteria
crow	banking	harden	seventeenth
	alphabet	weaving	

## Know Your Words

1. Alphabetize the words beginning with **s** and **c**.
2. Start with **bank** and write **banks**, **banker**, **banked**, **banking**. Start with **alphabet** and write **alphabetical** and **alphabetize**. Build five new words on **seven**. What suffix have you added to make each word?
3. Add **en** to **hard**. Drop **e** in **weave** and add **ing**.
4. Write these sentences, using the homonyms **steal** and **steel** in the spaces:
  - a. The making of \_\_\_\_\_ is an important industry.
  - b. I watched a little mouse \_\_\_\_\_ the piece of cheese.
5. Write the antonyms of **rude** and **soften**.
6. Write **etc.**, the abbreviation for **et cetera** (and the others, and so forth), using a period at the end.
7. Write the new word that means:
  - a. 17th
  - b. nicely
  - c. and so forth
  - d. to become hard
  - e. making thread into cloth
  - f. a wire used with a radio
  - g. all our letters
  - h. a word that shows action or being
  - i. a large black bird that most farmers dislike
  - j. a restaurant where a person waits on himself
  - k. polite, or having to do with citizens
8. Write the words that have these little words in them: **bank**, **weave**, **cafe**, **nice**, **hard**, and **seven**.
9. Write the two words in which **ea** sounds like **ē**. Write the word in which **ee** sounds like **ē**.
10. Write these words, filling in the missing letters:  
st — — l, cr — —, civ — —, e — —., we — ving, h — — den,  
sevent — — nth, caf — t — — a, — — r — — l, v — rb,  
int — r — —, ba — — ing, al — — abet, nic — — —.

## Some Review Words

civic	worth	tough	roots
idle	unable	oven	physical
freeze	view	touch	pledge
smile	eastern	communities	voyage
labour	satisfied	bandage	visitor
success	jacket	rented	
nowadays	remove	decoration	
league	mistakes	championship	
highest	secure	shipping	
miniature	kindergarten		

## For Dictation

The civic league rented the cafeteria for the seventeenth of June. The volleyball championship game will be played on that day and the civic league has arranged a tea for both the eastern visitors and the home team.

Last year Mother and I went on an eastern sea voyage. We had an idle time but did get up one morning at dawn to see the view. The sailors said it would interest us and it did!

## Know Your Review Words

1. Mark correctly the sound of the vowels in **civic, jacket, voyage**. Check with your dictionary.

2. Alphabetize the following words: **smile, success, satisfied, secure, shipping**.

3. Some of these contain a prefix. Draw a line under each prefix: **civic, unable, physical, remove, secure, touch**.

4. Write the words which rhyme with: **rough, neighbour, while, boats**.

5. Write the antonyms for the following: **soft, busy, lowest, western, unsafe**.

6. Write two compound words using these smaller words: **days, ship, now, champion**.

7. Mark the last vowel in each word. If it is silent, draw a line through it: **freeze, success, physical, oven, championship**.

8. Make new words by dropping the necessary letters and adding **ing** to: **satisfied, freeze, mistakes, secure, rented, pledge**.

9. Some of these words contain a suffix. Draw a line under each suffix: **highest, smile, eastern, kindergarten, rented, tough, visitor, championship**.

10. Add **er** and **est** to **high** and **tough**.

11. Write the words with **our, or, ar, and er**.

12. Write the words which come before each of these in your dictionary: **defects, completed, mix, leak, imagine, mink**. For each of the words you write on your paper, compose a sentence using it correctly.



13. Divide these words into syllables: **success, satisfied, kindergarten, bandage, remove**. Check with your dictionary.

## The Empire Day Parade

Old Mrs. Jamieson had not seen an Empire Day parade for years. When Art White offered to drive her in to town, she was delighted. Although she expected to sit in the car, she thought it necessary to wear her best dress. Art was polite and chatted on the way. All the members of the fire brigade were to march; so as soon as they reached town, he parked the car and departed.

At last Mrs. Jamieson saw the band marching toward her. Then came the fire brigade on their bright red trucks and the four town policemen, whose important job was to enforce the law. Next marched the soldiers, who had fought bravely in the wars. In an open car sat the oldest soldier, surrounded by flowers. Mrs. Jamieson couldn't control her tears. Later, flowers would be placed on the war memorial in memory of the loved soldiers who had died in the war.

But first the parade drew up at the square in the centre of the town for the flag salute and the mayor's speech. Mrs. Jamieson left the car and joined the crowd. She was so pleased with the mayor that she later exclaimed to Art, "Next Election Day I'm coming to town to vote for that young man!"

vote	members	offered	although
polite	memory	enforce	bravely
salute	centre†	 control	surrounded
	loved	 necessary	

## Know Your Words



1. Write the words beginning with the prefixes **sur**, **con**, and **en**.

2. Write the six words ending with **ed**, **ly**, and **ry**.

3. Add **ly** to **polite**, **d** to **vote**, **love**, and **enforce**, and **ed** to **surround**.

4. Alphabetize the words beginning with **s** and **m**. You will need to look as far as the fourth letter.

5. Add 's to **member** to show possession. Write **member's** in this sentence: Each \_\_\_\_\_ money is paid.

6. Write the words having **ff**, **rr**, and **ss** in them.

7. Write synonyms for **fearlessly**, **though**, **courteous**, **middle**, and **remembrance**.

8. Write the six words with **ar**, **er** or **or**, and **ur** in them. Say them to yourself. These vowels coming before **r** are sometimes hard to remember.

9. Write the four words with **c** in them and after each tell whether the **c** is hard or soft.

10. Write the four words ending with silent **e**.

11. Write **although** and after it write the vowel sound of **ough**. Write the four-letter word having this same sound in it.

12. Write these words, filling in the missing letters: **poli** — —, **contr** — —, **su** — — — — **nded**, **s** — **lute**, **offer** — **d**, **v** — **t** —, **mem** — **ry**, **a** — **thou** — —, **ne** — **e** — — **ary**, **me** — **bers**, **brav** — **ly**, — **nfor** — **e**, — **entre**, **l** — **v** — **d**.




## Circus Day

Once a year Mr. Jenkins took his eight children to the circus grounds. They brought sandwiches and milk for lunch. They sat in a circle on the long grass in the sunshine opposite the entrance to the big tent, and were delighted to watch the animals and the people. They rarely went in to see the main show. Nine circus tickets cost a lot of money.

Just the same, they had a grand time. The little ones got red balloons and had free rides on the seesaws. The middle-sized ones were allowed to hop on the merry-go-round for one ride each. They spent the rest of their time pulling at the ropes and stakes and peeking under the canvas tent. Mr. Jenkins and the biggest children took their camera and went in every direction taking pictures. They might get a snapshot of a clown dressed as a red devil for their amusement, of an elephant eating hay, or of a girl riding a white horse. The children kept asking: "How's he going to do this, Dad? What's that for, Dad?"

And so it went, until Mr. Jenkins was so tired that he thought how easy his regular job was. A man could sell groceries all day with no trouble at all!

hop	groceries	circle	amusement
opposite	sunshine	stakes	sandwiches
what's	direction	camera	 how's
	delighted	merry-go-round	

## Know Your Words



1. Write the word that has two hyphens in it.
2. Write the contractions for **how is** and **what is**, using an apostrophe in each.
3. Write two words with double letters in them.
4. Write a compound word using the words **shine** and **sun**.
5. Alphabetize the words beginning with **h**, **d**, and **s**.
6. Write **hop**, **sunshine**, **stakes**. Mark the long and short vowels and cross out the silent **e**'s.
7. Write the new word that means:
  - a. across from
  - b. fun
  - c. food
  - d. a platform that goes around by machinery
  - e. what we take pictures with
8. Write these sentences, using the homonyms **stake** and **steak**:
  - a. The cow was fastened to a \_\_\_\_\_.
  - b. We had a delicious \_\_\_\_\_ for dinner.
9. Write the word that rhymes with: **stop**, **rakes**, **sighted**, **objection**.
10. Write the word in which **gh** is silent.
11. Write the two words containing soft **c**.
12. Write these words, filling in the missing letters:  
**sunshin** —, **stak** — **s**, **deli** — — **ted**, **h** — **p**, **opp** — **site**,  
**sand** — — — — **es**, **d** — **rection**, **cam** — **ra**, **amus** — **ment**,  
**what** — **s**, **m** — — — — **y-go-r** — — **nd**, **c** — **rc** — —, **how** — **s**,  
**grocer** — — **s**.




## Tapestry

An interesting historical document which is now in a museum in France is a piece of tapestry, not woven, but covered with embroidery. The pictures on it describe the Norman Conquest of England in 1066. This tapestry is larger than any other of its kind and was probably made to fit the wall of a certain church. Whoever designed and completed this tapestry was a really talented artist.

Not all tapestries are embroidered. In fact, most of them have no embroidery whatever; the designs are woven with linen, woollen, or silk threads. Some of the most famous tapestries are those made in Europe after the fourteenth century, known as "Gothic tapestries".

Many of the Gothic tapestries picture outdoor scenes, in which nobles, perhaps, have come to attend a garden party. Such tapestries served a double purpose. The floors and walls of castles were paved with stone, and a beautiful wall decoration made the stone seem less bare. Also, as people walked up and down the stone floor the outdoor scenes on the tapestries helped to make up for the lack of windows. How pleasant that neither they, nor we, missed the beauty and history of tapestry!

fit	paved	woollen†	historical
less	attend	missed	fourteenth
linen	larger	whatever	embroidery
	double	 pleasant	

## Know Your Words



1. Change **y** to **i** in **history** and add **cal**.
2. Write the compound word with **ever** in it.
3. Write the word for **14th**. Write **four**, **fourth**, **fourteen**, **forty**. In which of these words does **ou** become **o**?
4. Add **r** and **st** to **large**. Use **larger** and **largest** in these sentences, remembering the question mark:
  - a. Wolves are \_\_\_\_\_ than mice.
  - b. What is the \_\_\_\_\_ animal in the world?
5. Write the words containing **ee**, **oo**, **ss**, and **tt**.
6. Write the word that rhymes with: **trouble**, **sit**, **guess**, **amend**, **present**, **list**, **saved**.
7. Write the words that end with **en**.
8. Add **d** to **pave** and **double**. Drop the silent **e** in **pave** and **double** and add **ing**.
9. Double the **t** in **fit** and add **ed** and **ing**.
10. Write the word with **oi** in it.
11. Alphabetize all your new words.
12. Write in syllables the two words of four syllables and mark the accents. Check with your dictionary.
13. Write **please**. Drop the **e** and add the suffix **ant** to build the word **pleasant**.
14. Write these words with all their letters: **f — t**, **l — — — n**, **la — ger**, **embr — — d — ry**, **at — end**, **l — — —**, **w — — ll — —**, **d — — ble**, **fo — rteenth**, **mi — — — —**, **pa — — d**, **histor — — — —**, **pleas — nt**, **w — atever**.




## Our Boys' Club

The Boys' Club in our town is an organization which was planned and established by our fathers about twenty years ago for the purpose of encouraging hobbies and team play in sports. Membership in the club is open to boys from ten to sixteen years of age, and a person's character is all that counts.

At the first meeting in September we immediately get to the business of electing new officers—a president, a secretary, and a treasurer who collects our dues of a quarter a week. Small pieces of paper are passed around to be used as ballots, and the voting then takes place.

After the election, our new president is expected to rise and to ask if anyone wishes to amend our constitution. It is natural, of course, that from time to time amendments to our constitution are introduced; but after talking them over we vote most of them down. Our constitution works very well as it is.

At ten o'clock out come the cups and saucers and cardboard plates, and the boys enjoy hot chocolate and cookies. The meeting usually breaks up about ten-thirty.

amend	rise	quarter	established
natural	electing	cardboard	organization
planned	election	person's	introduced
membership		immediately	

## Know Your Words



1. Write the compound word with **board** in it.
2. Write the words with the suffixes **ly**, **ing**, **ship**.
3. Alphabetize **elect**, **elects**, **elected**, **election**, and **electing**. When two words are alike except that one has extra letters at the end, the shorter word comes first.
4. Write the words with these shorter words in them: **plan**, **elect**, **member**.
5. Write the words containing **mm** and **nn**.
6. Write three words ending with **tion** and **al** and three ending with **ed**.
7. Write the words beginning with **in** and **im**.
8. Write **introduced**, **election**, and **cardboard**. After each write the sound of **c** (either **k** or **s**).
9. Write **nature** and mark the sound of **a**. Write a new word by dropping the silent **e** and adding **al**. Mark the first **a** in **natural**. Are these **a**'s alike?
10. Double the **n** in **plan** and add **ed**.
11. Add **d** to **introduce**; **ed** and **ment** to **amend** and **establish**.
12. Write the new word that means:  
a. coin      b. one's      c. material used for boxes
13. Write these words, with all their letters:  
**immediat** — — —, **int** — — **du** — **ed**, **qua** — **ter**, **me** — **bership**,  
**org** — **n** — **zation**, **ele** — — **ion**, — **stablished**, **c** — **rd** —  
**b** — — — **d**, **pers** — **n**'s, **natur** — **l**, **r** — **se**, **pla** — — **ed**,  
**ele** — — **ing**, **a** — **end**.

## Demon Words of Three Grades

Most spelling "demons" are learned in the earlier grades. You can probably spell all those that you had in the second and third grades. Here is a list of those that you have had in Grades IV, V, and VI. Try testing yourself on a few of these each day. They are arranged alphabetically, with an empty space after every tenth word.

address	development	loose	since
advice	dining	lose	sincerely
all right	disappointed	loving	some time
altogether	divided	maybe	speech
among	doctor	meant	stationery
amount		minute	
anyway	doesn't	necessary	straight
April	easy	none	sugar
awhile	everybody	Nov.	suppose
balloon	February	nowadays	surely
	finally		surprise
basketball	foreign	Oct.	teacher's
beginning	fourth	paid	tear
believe	good-bye	perhaps	there's
believed	government	pleasant	they're
break	grammar	principal	though
built		probably	
business	handkerchiefs	quiet	tired
choose	happiness	quit	tries
chosen	hello	raise	trouble
clothes	hour	really	Tuesday
	how's		usually
control	immediately	receive	Wednesday
cough	instead	remember	whether
course	Jan.	schoolhouse	whole
Dec.	laid	seemed	written
decided	led	separate	you're

## Building New Words

A **root word** is a word without prefixes or suffixes, on which longer words can be built. Many of our root words were brought into English long ago from other languages, such as Latin. Some English words come from Latin **roots** that are not even root words because they never stand alone. **Soci**, on page 35, was such a root.

New words are made from root words by putting prefixes before them or suffixes after them. Sometimes letters are dropped, added, or changed before a suffix. Your spelling words are those which pupils of your grade are likely to want to write most often. Sometimes these words are root words, but often they are words that are built from them. (Such words are said to be derived from other words. **Derived** means obtained from or formed from.)

The words in the first column below are sometimes root words, sometimes derived words. They are, however, all spelling words found in this book. After each word in the first column you will find one or more words related to it. Study each line of words, and be prepared to tell which one of them, if any, is the root word from which the others are built. Tell how the change in spelling changes the meaning. Tell also just what had to be done to the word in the first column to build up to or down to each word that follows it. The number after each word in the first column shows the page on which it is found.

prepare (18)	prepared	preparing	
person's (92)	persons		
weaving (82)	weave	weavers	
power (51)	powers		
planter (58)	planted	planting	plants

neighbour (32)	neighbourhood	neighbours	
leaving (42)	leave		
treat (18)	treated	treating	
teased (66)	teasing	tease	
studies (38)	studied		
smile (68)	smiles	smiling	smiled
excitement (44)	exciting	excited	
sport (80)	sports		
freeze (76)	freezing	froze	frozen
grease (30)	greased	greasy	
miner (24)	mine	mining	
mix (18)	mixed		
surrounded (86)	surrounding		
unknown (24)	knowing	known	knows

## Words With Different Meanings

1. Write **lie**, **lay**, **lying**, **lain**. Now write another word, **lay**, **laid**, **laying**. These two words are often mixed up. The reason is that the present form of the second word happens to be the same as the past form of the first word. Do not let this confuse you.

2. **Plain** and **plane** are homonyms. Each of them, however, has at least two very different meanings. Consult your dictionary to find these meanings. Then, copy these sentences and use the correct word, **plain** or **plane**, in each.

a. A carpenter's (**plain**, **plane**) is used to make boards smooth.

b. Level land is called a (**plain**, **plane**).

c. The (**plain**, **plane**) truth never gets you into trouble.

d. Did you enjoy your (**plain**, **plane**) ride?

## Different Spellings of Different Vowel Sounds

1. Write the following words, which have different spellings for the sound of long **a**: **lace, laying, plain, eighty.**

2. Write the following words, which have different spellings for the sound of long **e**: **treat, needed, zero, receipt.**

3. Write the following words, which have different spellings for the sound of long **i**: **dye, excitement.**

4. Write the following words, which have different spellings for the sound of long **o**: **poultry, froze, unknown, float.**

5. Write the following words, which have different spellings for the sound of long **u**: **unit, view.**

6. Write the following words, which have different spellings for the sound of long **oo**: **coop, overshoes, soup, jewels.**

7. Write the following words, which have different spellings for the sound of short **e**: **prairie, examination, jealous.**

8. Write the following words, which have different spellings for the sound of short **i**: **fit, icy, cabbage.**

9. Write the following words, which have different spellings for the sound of short **oo**: **woollen, wolves, shouldn't.**

10. Write the following words, which have different spellings for the sound of short **u**: **double, oven, buttons.**

## Your Dictionary

In your dictionary you will find all the new words you are to learn this year. Your dictionary shows how a word is spelled, how it is divided into syllables, how it is pronounced, what it means, and how it is used in a sentence.

Numbers which appear in heavy type after the pronunciation show the page on which the word appears in the book.

Words which have stars in front of them are extra words which are not found in the lessons. You are to learn as many of these words as you can by yourself. Your teacher will explain the plan.

### Key to Pronunciation

Some letters have several different sounds. The different sounds of each letter are marked in this dictionary. The marks are shown here as they are used in words that you know. They are also shown at the foot of each page in your dictionary.

ā as in ate	ē as in baker	ō as in obey	ōō as in foot
ă as in at	ĕ as in begin	ô as in or	ou as in about
ä as in are		û as in use	oi as in oil
â as in care	ī as in ice	ŭ as in us	tû as in nature
à as in glass	ĭ as in is	û as in turn	th as in then
		ũ as in unite	th as in thin
ē as in we	ō as in old	ōō as in shoot	zh as in garage
ĕ as in met	ō as in not		

### A

**ac count'** (ă kount') 51. 1. Description. We heard an interesting *account* of life in India. 2. Because of. Don't go to any trouble on my *account*.

\***ac cused'** (ă kūzd'). Blamed for something wrong. Tom was *accused* of breaking the window.

**ac quaint'ed** (ă kwān'tīd) 66. Having some knowledge of.

Are you *acquainted* with each pupil in your class?

**ac tiv'i ty** (ăk tīv'ī tī) 12. State of being in motion or in use. Playing baseball requires *activity* of body and mind.

**add'ed** (ăd'īd) 62. 1. Did add. The cook *added* salt to the mixture. 2. More. With the *added* income they got along well.

**ad just'ment** (ă jüst'm'nt) 48. Act of putting things right. Some *adjustment* had to be

ā, ate; ă, at; ä, are; â, care; à, glass; ē, we; ĕ, met; ē, baker; ĕ, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

## ADVERTISE

made to the radio before it would work properly.

**\*ad'ver tise** (ăd'vēr tīz). Make known in a public way. The automobile company was getting ready to *advertise* its new car.

**ad ver'tise ment** (ăd vūr'tīz m'nt) **64.** A notice in a public place. I saw your *advertisement* for an office boy in the newspaper.

**ad vice'** (ăd vīs') **46.** Opinion or plan offered. The principal gave me *advice* about going to camp this summer.

**aer'i al** (âr'ī 'l) **82.** Wire attached to a radio. The radio did not work because the *aerial* was broken.

**a greed'** (ă grēd') **46.** Decided together. We *agreed* to meet at the corner after school.

**a gree'ment** (ă grē'm'nt) **22. 1.** Act of deciding on the same thing. The two girls were in *agreement* about where they would spend their vacation. **2.** A statement of what two or more people or groups have decided on together. The four nations had an *agreement* not to go to war with one another.

**\*a larm'** (ă lārm'). **1.** A warning. The fire *alarm* could be heard clearly that night. **2.** Make one afraid. The dark clouds and the lightning did not *alarm* Bob.

## ANYHOW

**al'ley** (ăl'ī) **72.** A narrow street, usually along the back of buildings. The *alley* was not well lighted at night.

**al'pha bet'** (ăl'fâ bēt') **82.** All the letters used in printing or writing in any language that has letters. Children often learn the *alphabet* by playing with blocks.

**al though'** (ôl thō') **86.** Though. They made me go *although* I didn't want to.

**al'to geth'er** (ôl'tōō gēth'ēr) **64.** Entirely. Completely. The problem was *altogether* too difficult for the class.

**a mend'** (ă mēnd') **92.** Change. Correct. The people thought that Parliament should *amend* the law.

**a muse'ment** (ă mūz'm'nt) **88. 1.** Fun. We watched the monkeys in their cages with great *amusement*. **2.** That which entertains. The clowns in the circus furnished *amusement* for everybody.

**\*an'kle** (ăng'k'l). The joint between the foot and the leg. The slipper was made with a strap around the *ankle*.

**\*an'ni ver'sa ry** (ăn'ī vūr'sà rī). A date in each year that has a special meaning. Mother and father went to the theatre on their wedding *anniversary*.

**\*an'y how** (ăn'ī hou). Anyway. Even though it was a

û, use; ũ, us; û, turn; û, unite; ôō, shoot; ôō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## APPOINTMENT

long way, we decided to walk *anyhow*.

**ap point'ment** (à point'm'nt)

**51.** A time agreed on for something. I have an *ap-  
pointment* with the dentist  
on Saturday.

**ar ranged'** (à rānjd') **78.** 1.

Placed in a particular way.

We *arranged* the seats in  
rows for the meeting. **2.**

Made plans. We *arranged*  
to go to the picnic by bus.

**ar'ti cles** (ār'tī k'lz) **54.** 1.

Written accounts. The  
teacher read us newspaper  
*articles* about the floods in  
the spring. **2.** Things. Sally  
did not leave *articles* of  
clothing on the floor of her  
bedroom.

**ash'es** (āsh'iz) **18.** What is left

after something has been  
burned. Before we build  
another fire in the fireplace,  
we must remove the *ashes*.

**as sign'ment** (à sīn'm'nt) **64.**

**1.** Act of being named for  
a task. His *assignment* as  
leader of his group was a sur-  
prise to him. **2.** Particular  
task. My *assignment* was to  
keep the blackboards clean.

**as so'cia'tion** (à sō'sī ā'sh'n)

**34.** **1.** A group of people who  
do some particular work to-  
gether or are interested in  
the same thing. The doctors  
have a national *association*.

**2.** Being with particular

## BANDAGE

people. Father's *association*  
with the men in his office was  
a pleasant one. **3.** Joining in  
one's mind. The *association*  
of ideas makes us think of  
swimming when someone  
mentions a lake.

**as sort'ment** (à sôrt'm'nt) **51.**

A collection of things dif-  
ferent from each other in  
some way. There is an *assort-  
ment* of animals in the zoo.

**at tend'** (à tēnd') **90.** **1.** Give

attention to. Dick will *at-  
tend* to weeding the garden.  
**2.** Be present at. We did not  
*attend* the meeting.

**au'thor** (ô'thēr) **54.** A person

who writes books, stories, or  
articles. The *author* of our  
geography has travelled all  
over the world.

## B

**bach'e lor** (bäch'ě lēr) **34.** A

man who has never been  
married. The *bachelor* lived  
alone in a little room.

**bait** (bāt) **30.** Something that

is put on a hook to catch fish.  
The boys dug for worms to  
use as *bait*.

**bake** (bāk) **62.** To cook in an

oven. I learned yesterday to  
*bake* a cake.

**band'age** (bān'dīj) **78.** A cloth

used to protect a wound.  
The doctor put a *bandage* on

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; i, ice;  
1, is; ō, old; ō, not; ô, obey; ô, or;

## BANKING

## BOIL

- my arm where it was cut.
- bank'ing** (bǎngk'ing) **82.** The business of handling money. Our *banking* is done at the Dominion Bank.
- ban'ner** (bǎn'ēr) **74.** A flag or streamer. Joe put the school *banner* on his wall.
- bathe** (bāth) **12.** 1. To wash, usually the entire body. Clean people *bathe* daily. 2. To swim or play in water. Many people *bathe* on this beach.
- \*bath'ing** (bāth'ing). Taking a bath. Going into water. We went *bathing* at the beach every day last summer.
- \*bat'ter** (băt'ēr). 1. The person using the bat in baseball. The *batter* missed the ball. 2. Flour, milk, and other materials mixed together for cooking. Mother mixed the *batter* for the cake.
- \*beau'ti fied'** (bū'ti fid'). Made beautiful. Improved the appearance of. Cutting the grass and planting bushes *beautified* the yard.
- beau'ty** (bū'ti) **22.** 1. Loveliness. Every year we go to the woods to see the *beauty* of the autumn leaves. 2. A person or thing that is lovely. This butterfly is a *beauty*.
- beef** (bēf) **30.** The flesh of an ox or a cow when used for food. This *beef* came from Winnipeg by train.
- \*bend** (bënd). 1. A curve. A part that is not straight. He had passed the river *bend*. 2. Curve or change something so that it is no longer straight. You should not *bend* the cover of a book. 3. Stoop. Please *bend* down and pick up the paper on the floor.
- \*bent** (bënt). Curved. Changed so that it is no longer straight. Fred carefully *bent* the piece of tin to mend the cart.
- \*Bi'ble** (bī'b'l). The Christian book of holy writings. Mother read us a story from the *Bible*.
- blade** (blād) **68.** 1. The broad, flat part of something, as a knife or an oar. I used the *blade* of my knife to make my pencil sharp. 2. A leaf of grass. There was not a *blade* of grass to be seen in the desert.
- \*blan'ket** (blǎng'kīt). A warm covering used for people or animals. Mother put another *blanket* over the baby because the room was getting colder.
- \*bleed'ing** (blēd'ing). Shedding blood. My nose was *bleeding*.
- bloom'ers** (blōm'ērz) **80.** The lower part of a suit worn by women and girls when playing games or taking exercise. Jane's *bloomers* felt tight around the legs.
- boil** (boil) **18.** 1. To cook in hot water. We will *boil* the po-

ū, use; ũ, us; û, turn; û, unite; õõ, shoot; õõ, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## BONFIRES

tatoes for half an hour. 2. A sore that causes much pain. John had a *boil* on the back of his neck.

**bon'fires'** (bŏn'firz') 28. Fires built out-of-doors. Several people made *bonfires* to get rid of the autumn leaves.

**book'let** (bŏok'līt) 30. A little book. The *booklet* described vacation trips.

**\*bore** (bŏr). 1. Make a hole in something with a tool. This wood is so hard it takes a long time to *bore* a hole in it. 2. Carried. The two men *bore* the deer into camp.

**bor'row** (bŏr'ō) 38. 1. Take with the idea of returning. May I *borrow* your book?

**\*brace** (brās). 1. Hold up. Support. They used heavy beams to *brace* the side of the building. 2. Something that holds up or supports. The boy put a *brace* on the back of the chair to make it firm.

**brake** (brāk) 30. Something used to slow up or stop a moving object. The *brake* on my bicycle helped me come down the hill safely.

**\*branch** (brānch). 1. The limb of a tree or bush. The *branch* of the apple tree broke. 2. A part or division. History is a *branch* of learning.

**brave'ly** (brāv'li) 86. With courage. The Indians fought *bravely*.

## BUTTONS

**\*breast** (brĕst). The upper front part of the body. The arrow pierced the warrior's *breast*.

**bridle** (brī'd'l) 66. Head part of a horse's harness used to control the horse. They put the blue ribbon on the horse's *bridle*.

**broom** (brōom) 32. Sue swept the crumbs from the floor with the *broom*.

**\*buck'le** (bŭk'li). 1. Something that fastens two ends together. I have a *buckle* on my shoe. 2. Hold two parts together with something that fastens. George could not *buckle* his belt because it was too short.

**bug** (bŭg) 24. An insect. What kind of *bug* is that crawling on the leaf?

**\*bull'dog'** (bŏol'dŏg'). A heavy dog with short hair. My *bulldog* is strong and brave.

**burnt** (bŭrnt) 18. Destroyed or hurt by fire or heat. Saturday morning we *burnt* some rubbish in the back yard. My *burnt* finger will keep me from writing for a few days.

**but'tons** (bŭt''nz) 76. 1. Little hard pieces used to fasten something or for ornaments. One of the *buttons* has come off my coat. 2. Fastens with little hard pieces that go

## CABBAGE

through holes. Joan *buttons* the back of her dress without any trouble.

## C

**cab'bage** (kăb'ij) 32. A vegetable that has a head of leaves. We ate a salad of *cabbage* and carrots.

**caf'e te'ri a** (kăf'ê tēr'ī à) 82. An eating place where one waits on oneself. At the school *cafeteria* we try to choose our lunches wisely.

**\*calves** (kăvz). Young cows or some other young animals. Corn will make the *calves* fat.

**cam'er a** (kăm'ēr à) 88. Something that takes pictures. Ed used his *camera* every day when he was on his vacation.

**camp** (kămp) 34. 1. A place where one lives out-of-doors most of the time, often with tents to sleep in. We took a boat to our *camp*. 2. Stay out-of-doors most of the time, often with tents to sleep in. We decided to *camp* for the night.

**card'board'** (kărd'bôrd') 92. A very stiff kind of paper. The shoes came in a *cardboard* box.

**\*car'pet** (kăr'pīt). A thick material used to cover floors. The whole family liked the

## CERTIFICATE

new brown *carpet* in the dining-room.

**car'ries** (kăr'iz) 30. Takes. That airplane *carries* people across the Atlantic Ocean.

**case** (kās) 78. 1. A box where a thing or things are kept. The watch came in a *case* covered with velvet. 2. "In *case* I am late" means "If I am late".

**catch'er** (kăch'ēr) 58. The baseball player who tries to catch the ball the pitcher throws. The *catcher* leaped to catch the ball.

**cel'er y** (sěl'ēr ĭ) 62. A vegetable with heavy stems, usually white, and with leaves at the top. Mother put some *celery* in the chicken salad.

**ce ment'** (sē mēnt') 30. Something used to hold hard substances together or to pave roads. The *cement* will dry and hold the stones in the cellar of the house together.

**cen'tre** (sēn'tēr) 86. 1. Middle. The crack shot hit the *centre* of the target. 2. A position on a football team. He plays *centre* on the school team.

**cer'tain ly** (sûr't'n lī) 22. Surely. Jane was *certainly* glad to see her cousin.

**cer tif'i cate** (sēr tīf'ī kīt) 46. A written or printed paper to state a fact. This *certificate* shows that he is well now and can return to school.

û, use; ũ, us; û, turn; û, unite; oō, shoot; öö, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

**chains** (chānz) 28. Links that are joined together in rows. He was going to put *chains* on the doors. Father puts *chains* on the automobile tires on snowy days.

**cham'pi on ship'** (chām'pī 'n shīp') 80. First place. My cousin has won the school *championship* in running.

**\*check'ers** (chĕk'ērz). A game played with small pieces or counters on sixty-four squares. Let's play *checkers*.

**\*chill'y** (chīl'ī). Cool. It was so *chilly* yesterday I wore my coat.

**chores** (chōrz) 32. Small jobs. Tasks. One of my *chores* was to gather the eggs the hens had laid.

**cho'rus** (kō'r's) 42. 1. Group of people singing or dancing together. I like to hear the *chorus* sing. 2. The part of a song that all the singers in a group sing. After Ben finished each verse we sang the *chorus* very softly.

**Christ** (krīst) 24. Jesus. We celebrate the birth of *Christ* on Christmas Day.

**churn** (chûrn) 60. 1. Something in which milk or cream is beaten to make butter. We saw a wooden *churn* that had been used years ago. 2. Beat milk or cream to make butter. It was hard work to

*churn* the cream.

**ci'der** (sī'dēr) 28. The juice of apples made into a drink. The farmer made *cider* in the autumn.

**\*ci gar'** (sī gār'). A roll of tobacco leaves, used for smoking. My father likes to smoke a *cigar* after dinner.

**\*cig'a rettes'** (sīg'à rĕts'). Little rolls of tobacco cut into bits and put in paper. Father bought a package of *cigarettes* so that his friends could smoke them in the evening.

**cir'cle** (sūr'k'l) 88. 1. A line in the form of a ring. The children formed a *circle*. 2. Something round and flat. Roy cut a *circle* of red paper to hang on the Christmas tree.

**cit'i zens** (sīt'ī z'nz) 51. Persons who were born in a country or who have solemnly promised to be loyal to it. Many persons from foreign countries have become *citizens* of Canada.

**civ'ic** (sīv'ik) 72. Of a city or citizens. The city hall is one of our *civic* buildings. It is a *civic* duty to vote at election time.

**civ'il** (sīv''l) 82. 1. Of citizens. One of our *civil* rights is a fair trial. 2. Polite. The man at the information desk always gives *civil* answers.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice;  
 1, is; ō, old; ō, not; ō, obey; ô, or;

## CLEANER

**clean'er** (klēn'ēr) **72.** 1. Not so dirty. I am going to keep the yard *cleaner*. 2. A person who keeps or makes things clean. Before I put my winter coat away I took it to the *cleaner*.

**cli'mate** (klī'mīt) **72.** The kind of weather a place has. Greenland has a cold *climate*.

**\*cobs** (kōbz). Central parts of ears of corn. After we ate the corn, only the *cobs* were left.

**\*cold'er** (kōl'dēr). Not so warm. Our days are *colder* in March than in June.

**\*col'o ny** (kōl'ō nī). New land settled by people of the country to which the land belongs. Many people in the *colony* died the first winter.

**com'i cal** (kōm'ī k'l) **12.** Funny. The clown was dressed in *comical* clothes.

**com mence'** (kō mēns') **54.** Begin. Tomorrow we are going to *commence* reading a new book.

**com'merce** (kōm'ûrs) **44.** Buying and selling goods that are shipped long distances. During the war *commerce* could not be carried on between the two countries.

**com mu'ni ties** (kō mū'nī tīz) **72.** Places where people live, as towns or sections of cities. Almost all our *communities* have public schools.

## CONVENTION

**com plet'ed** (kōm plēt'id) **51.** Finished. I have *completed* my lessons for the day. The *completed* sweater was ready to wear.

**\*cones** (kōnz). 1. There were plenty of ice cream *cones*. 2. The seeds of the pine tree are in its *cones*.

**con fed'er a'tion** (kōn fēd'ēr ā' sh'n) **51.** People or governments working together for a special purpose. A league. The provinces in this country formed a *confederation*.

**con tains'** (kōn tānz') **22.** Holds. Has in it. The jar *contains* strawberry jam.

**con'ti nent** (kōn'tī n'nt) **44.** One of the great parts into which the land surface of the earth is divided. Asia is the largest *continent*.

**con trol'** (kōn trōl') **86.** 1. Power over. He lost *control* of the automobile because the road was icy. 2. Have power over. The sea was so rough it was hard to *control* the boat.

**con ven'tion** (kōn vēm'sh'n) **51.** 1. A big meeting for a special purpose. At the *convention* a man was chosen to run for the office of President. 2. Custom. In this country it is not a *convention* for women to cover their faces with veils when they are on the street.

## COOP

**coop** (kōop) 60. A cage or pen for poultry. Frank is building a *coop* for the chickens.

**\*cop'ied** (kōp'id). 1. Did or made something the same as something else. Ruth *copied* Jane in her dress. 2. Wrote down in the same words. Ann *copied* the poem that was in her reading book.

**cop'y** (kōp'ī) 62. 1. Something made just like another. Would you like a *copy* of this book? 2. Do or make something the same as something else. I should like to *copy* the dress in that store window.

**\*cord** (kōrd). 1. A string or thin rope. You will need heavy *cord* to tie that big package. 2. A pile of cut wood 4 feet by 4 feet by 8 feet. We must order a *cord* of wood for the fireplace.

**\*cor're spond'** (kōr' ē spōnd'). 1. Agree. Match. See if the numbers of the answers *correspond* with the numbers of the questions. 2. Write and receive letters. I *correspond* with my cousin regularly.

**court** (kōrt) 72. 1. Outdoor space within a building. The house is built around a *court*. 2. A space for outdoor games. Did you see the new tennis *court*? 3. The home and friends of a king. The

## CROW

knights remained at *court* most of the time. 4. A place where law cases are tried. The judge came to *court* early. 5. To try to get for one's own. John decided to *court* Mary.

**crack** (krāk) 32. 1. A thin broken place. The saucer had a *crack* in it. 2. Be careful not to *crack* the glass. 3. Best. It was the *crack* baseball team of the country.

**crank** (krāngk) 30. 1. A handle used to turn something. A *crank* is used to turn a motion picture film. 2. Turn something by the use of a handle. It is no longer necessary to *crank* an automobile to get it started. 3. A person with foolish ideas. He called his opponent a *crank*.

**\*crepe** (krāp). Silk or cotton with a rough surface. Alice's party dress was made of pink silk *crepe*.

**\*croquet'** (krō kā'). An outdoor game played by knocking wooden balls through little wire arches. They played *croquet* on the lawn.

**crow** (krō) 82. 1. Make a loud or happy noise. Every morning last summer we could hear the rooster *crow*. 2. A large black bird. That *crow*

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or;

## CRUMBS

has eaten some of our corn.  
**\*crumbs** (krūmz). Bits broken off from a larger object. When we broke the hard crusts of the rolls we could not help making *crumbs*.

**cup'board** (küb'ërd) 20. A closet for dishes or food. Rose put the plates on the bottom shelf of the *cupboard*.

**cur'rent** (kûr''nt) 54. 1. A flowing, as of water or air. That river has a strong *current*. 2. Now taking place. The newspapers tell us about *current* events. 3. The passing of electricity through a wire. The man shut off the *current* so that he could work on the electric wire safely.

**\*cur'ry** (kûr'î). 1. Comb a horse's hair. When the horse comes in from ploughing Jack is going to *curry* it. 2. Something used to give a hot taste to food. We learned to use *curry* from the people in India.

**cur'tains** (kûr't'nz) 16. Material hung at windows or in doors. The rain wet the *curtains* at the open window.

## D

**damp** (dämp) 76. Rather wet. Mary used a *damp* cloth to clean the kitchen table.

## DEPARTMENT

**dan'ger ous** (dăn'jër ũs) 46. Not safe. It is *dangerous* to skate on thin ice.

**dawn** (dôn) 74. The beginning of day. We got up at *dawn*.

**dec'la ra'tion** (dëk'lă ră'shŭn) 48. A statement. Each person had to sign a *declaration* for the customs' official.

**de clared'** (dë klărd') 46. Stated. The traveller *declared* that he had bought nothing else abroad.

**dec'o ra'tion** (dëk'ô ră'sh'n) 68. 1. An ornament. The roses were a lovely *decoration* on the dining-room table. 2. An ornament, as a ribbon, given as a mark of honour. The soldier received a *decoration* for his brave deed.

**de facts'** (dë fëkts') 46. Faults. The carpenter could not use that piece of wood because there were *defects* in it.

**de fence'** (dë fëns') 54. Protection. Some say there is no *defence* from the atom bomb.

**de light'ed** (dë lit'îd) 88. Pleased. We were *delighted* to be in the country.

**dense'ly** (dëns'li) 34. Thickly. In a few years the colony was more *densely* settled.

**de part'ment** (dë pärt'm'nt) 64. A part or division. She works in the *Department* of Agriculture in Ottawa.

û, use; ũ, us; û, turn; û, unite; ôo, shoot; ôo, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## DEVELOPMENT

de vel'op ment (dē vĕl'ŭp m'nt)

46. Act of becoming more important or better. Growth. The *development* of airplanes in recent years has been great.

\*dev'il (dĕv''l). Evil spirit. The story told about a *devil* who tempted the boy to do wrong.

dic'tion ar'y (dik'sh'n ěr'ĭ) 54. A book that tells what words mean and how they are spelled. The words that begin with *a* come first in the *dictionary*.

diff'cul'ties (dĭf'ĭ kŭl'tĭz) 66. Troubles. Things hard to do or understand. The children had many *difficulties* with long division.

dip (dĭp) 22. 1. Go down and up quickly. We saw the plane *dip*. 2. Act of going in and out of the water. A *dip* in the lake is fun on a hot day. 3. Put in and out of a liquid quickly. Before I can write I must *dip* my pen in the ink.

di rec'tion (dĭ rĕk'sh'n) 88. 1. Instruction. Children work under the *direction* of their teachers and parents. 2. The way in which to go. In which *direction* is the school from here?

dis'ap point'ment (dĭs'ă point'm'nt) 36. An unhappy feel-

## DUST

ing because one cannot do what he expected to do. Imagine my *disappointment* when I found that I could not go to the party.

dou'ble (dŭb''l) 90. 1. Twice as much. Ella made a *double* amount of candy for Thanksgiving. 2. Make twice as much. Try to *double* your score in the next game.

\*dough (dō). Flour, milk, and other materials mixed together. I watched mother make the *dough* for the pie.

\*drawer (drōr). Something like a box with handles that is part of some kinds of furniture. Dick put his pad in the *drawer* of his desk.

\*draw'er (drō'ēr). A person who draws. She was very good as a *drawer* of flowers.

driv'er (drĭ'vēr) 36. A person who makes something go. The policeman gave the truck *driver* clear directions.

drum (drŭm) 68. A round musical instrument that produces sound when someone beats it. The *drum* they use in the band is a very big one.

dust (dŭst) 32. 1. Fine powder, often of earth. The wagon raised clouds of *dust* because it has not rained for a long time. 2. Wipe off dust, or fine dirt. We *dust* the furniture and make the beds.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ô, obey; ô, or;

**dwarf** (dwôrf) 42. A person, animal, or plant that is smaller than others of its kind. The *dwarf*, who lived in the palace, told the king and his friends many funny stories.

**dye** (di) 60. 1. Put something in a liquid to change its colour. Mother is going to *dye* her yellow dress brown. 2. Liquid that changes the colour of something. Helen used a blue *dye* for the faded curtains.

E

**east'ern** (ēs'tĕrn) 76. Toward the east. The *eastern* coast of Canada faces the Atlantic Ocean.

**edge** (ĕj) 30. 1. The sharp border of something. We came to the *edge* of a cliff. 2. The part that cuts. The knife has a sharp *edge*. 3. Work one's way little by little. Try to *edge* your way to a place where you can see the parade better.

**\*eight'eenth'** (ā'tĕnth'). Next after seventeenth. My sister had a party for her *eighteenth* birthday.

**eight'y** (ā'tī) 38. Eight times ten. My grandfather died at the age of *eighty*.

**e lect'ing** (ĕ lĕk'tīng) 92. Selecting by votes. Tomorrow

we shall be *electing* a mayor for our city.

**e lec'tion** (ĕ lĕk'sh'n) 92. The selection by votes. Many people believed he would win the *election* for governor.

**\*el'e men'ta ry** (ĕl'ĕ mĕn'tā rī). Coming first. Children go to *elementary* school before they go to high school.

**el'e va'tor** (ĕl'ĕ vā'tēr) 58. Something that carries people or things up or down. I rode up to the tenth floor on the *elevator*.

**e lev'en** (ĕ lĕv''n) 38. Ten and one. *Eleven* is one less than a dozen.

**\*e lev'enth** (ĕ lĕv''nth). After tenth. November is the *eleventh* month of the year.

**em broi'der y** (ĕm broi'dēr ĭ) 90. Sewing that is done to ornament something. Ruth used silk thread of four different colours for her *embroidery*.

**em'pire** (ĕm'pīr) 48. A group of nations or states ruled by one government. There are parts of the British *Empire* in many different places in the world.

**\*en'e mies** (ĕn'ĕ mīz). People who work or fight against one. A strong wall around the village protected the people from their *enemies*.

**en force'** (ĕn fōrs') 86. See

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

that rules are carried out. The policeman will *enforce* the law if the driver goes too fast.

**en gage'ment** (ĕn gāj'm'nt) 36.

1. A promise to meet. Mr. Wells and my father have an *engagement* to go to lunch together tomorrow. 2. A promise to marry. We have just learned of Miss Ball's *engagement* to an army officer.

**en'gine** (ĕn'j'n) 30.

1. A machine that supplies power. The *engine* in our car was out of order. 2. A locomotive. A steam *engine* pulls the train.

**en'ter tain'ment** (ĕn'tēr tān'm'nt) 42.

Something done to interest or please people. My radio gives me *entertainment*. We are giving an *entertainment* at school for our parents and friends.

**e quip'ment** (ĕ kwīp'm'nt) 24.

Articles needed for a certain purpose. He brought all the *equipment* necessary to repair the roof.

**es'say** (ĕs'ā) 54. A short written account. I wrote an *essay* about Columbus for my English lesson.

**es tab'lished** (ĕs tāb'lišht) 92.

Set up in a form to last. The first colony was *established* in Nova Scotia.

**etc.—82.** A form that means “and so forth” or “and so on”. Among the things we needed were pens, pencils, paper, *etc.*

**\*ev'er green'** (ĕv'ēr grĕn').

Green all the year. The pine is an *evergreen* tree.

**ex am'i na'tion** (ĕg zām'ī nā'sh'n) 60.

A test. We had a history *examination* yesterday. The doctor gave me a complete *examination*.

**ex cite'ment** (ĕk sīt'm'nt) 44.

State of having strong feelings. There was great *excitement* while the barn was burning.

**\*ex pense'** (ĕks pĕns').

Cost. The *expense* of the family vacation was very great.

**\*exper'iment'** (ĕks pĕr'ī mĕnt').

A trial or trying out. He carried out an *experiment* to see if lightning is electricity. Make tests to find out whether something can be done. He had to *experiment* a long time before he found a way to make stronger rubber.

**ex treme'ly** (ĕks trēm'li) 22.

Very. He was *extremely* quiet.

## F

**\*fan** (fān). 1. Something that moves air to make one feel

cooler. It was so hot in the office they turned on the electric *fan*. 2. Move air to make one feel cooler. The man on the porch started to *fan* himself with a palm-leaf fan. 3. A person much interested in something. He was a great baseball *fan*.

**\*fel'laws** (fĕl'ōz). Men or boys. Come on, *fellows*, let's play ball.

**\*file** (fil). 1. Put papers away in good order. Mr. King asked his secretary to *file* the letters. 2. A place where papers can be kept in order. We put the cards with addresses on them in the *file*. 3. A tool for making something smooth. Father used a *file* to get the rough edge off the piece of metal. 4. To make smooth with a rough metal tool. The dentist will *file* off the rough edge of the filling. 5. A row. The path was so narrow that we had to walk in single *file*.

**fit** (fĭt) 90. 1. Be right in size. The slipper did not *fit* me. 2. In good health. He was strong and *fit*. 3. Prepare. Everything was done to *fit* him for the work he was to do. 4. An attack or a spell. The child had a *fit* of laughter.

**flash'light'** (flăsh'lit') 76. A

little electric light that one can carry about. She used her *flashlight* to see the way because it was so dark.

**flies** (flīz) 72. 1. Does fly. The jet plane *flies* faster than sound travels. 2. Insect pests. The house is screened to keep out *flies*.

**float** (flōt) 74. Move along in the air or on top of water. The white clouds *float* above me. A boat can *float* in the water.

**flour** (flour) 44. Grain ground very fine. Bread and cake are made with *flour*.

**fold** (fōld) 64. 1. Bend. Please *fold* the letter and put it in its envelope. 2. Clasp, or lay close to the body. Soon the bird will *fold* its wings and sleep.

**fork** (fōrk) 20. 1. A tool with two or more long points used to pick up food. The child has now learned to eat with a *fork*. 2. A branching or dividing. At the bottom of the hill there is a *fork* in the road.

**for'tune** (fōr'tūn) 24. 1. A large amount of money. A relative they had not known very well left them a *fortune*. 2. Luck. She told her mother of her good *fortune* in being the winner of the first prize.

**for'ward** (fōr'wērd) 44. Ahead. I took a step *forward*. She

û, use; ũ, us; ŭ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## FOUNTAIN

looked *forward* to her vacation.

**\*foun'tain** (foun't'n). Water rising in the air from a pipe and then falling. We had a drink from the *fountain* in the park.

**four'teenth'** (fōr'tēnth') **90.** After thirteenth. On the *fourteenth* of next month we start our vacation.

**\*fowl** (foul). 1. A rooster or hen. Mother did not buy the *fowl* the butcher showed her. 2. Large birds in general. We saw many wild *fowl* as we drove along the beach.

**freeze** (frēz) **76.** Become hard because of the cold. I think the water in the pond will *freeze* tonight.

**froze** (frōz) **60.** Became hard because of the cold. The milk *froze* in the bottle before we took it into the house.

**fry** (fri) **62.** Cook in fat. Mother decided to *fry* the chicken.

**ft.—38.** Short for *foot* or *feet*.

**\*fudge** (fūj). A kind of chocolate candy, often homemade. Let's make *fudge*.

**\*funds** (fūndz). Money. They were without *funds*, so we took up a collection for them.

## G

**\*gain** (gān). 1. Get. Obtain. Jane tries to *gain* attention. 2. Add to what one has.

## GRADERS

How much weight did you *gain*? 3. Added income. His business had a good *gain* last month.

**geese** (gēs) **62.** More than one goose, which is a bird with a long neck. The wild *geese* are flying south for the winter.

**germs** (jūrmz) **20.** Very tiny plants or animals that cause disease. Milk is heated to kill *germs* that may be in it.

**giv'er** (giv'ēr) **34.** One who gives. The *giver* of this money for the hospital does not wish his name to be known.

**gold'smith'** (gōld'smith') **24.** One who makes things of gold. The *goldsmith* is making a beautiful gold vase.

**\*golf** (gōlf). A game played out of doors with clubs and a ball. Mr. Miller hit the *golf* ball a long distance.

**goods** (gōōdz) **64.** 1. Things having value. These factories produce many kinds of *goods*. 2. Cloth. That is a pretty piece of *goods*.

**gov'erned** (gūv'ērnd) **48.** Ruled. A man sent by the king *governed* the colony.

**\*grad'ers** (grād'ērzh). 1. Persons who divide things into groups or classes. The apple *graders* were very busy in the autumn. 2. Pupils in a particular year at school. They learned to read when they were first *graders*.

ā, ate; ă, at; ä, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

**gram'mar** (grăm'ēr) 62. The rules for using a language correctly, or a study of these rules. We do not like to make mistakes in *grammar*. In *grammar* we learned to pick out the subject of a sentence.

\***grape'fruit'** (grāp'frōot'). A large, round fruit. Edna put sugar on the *grapefruit* she had for breakfast.

**grease** (grēs) 30. 1. Fat or oil. There was a spot of *grease* from the meat on my apron. 2. Put fat or oil on. Ned is going to *grease* his bicycle tomorrow.

\***greas'y** (grēs'ī). Soiled with grease. After the man worked on the engine of the car, his hands were *greasy*.

**gro'cer ies** (grō'sēr īz) 88. Things to eat. Among the *groceries* we bought were cans of soup, a bag of sugar, and a bag of salt.

**gro'cer y** (grō'sēr ī) 32. A store where one can buy things to eat. You can get a loaf of bread in the *grocery* at the corner.

\***grounds** (groundz). 1. Land around a building. The school *grounds* were kept beautiful. 2. Sediment. The coffee *grounds* settled to the bottom of the coffee pot.

\***gulf** (gūlf). A part of the sea

that extends into the land. The *Gulf* of St. Lawrence is between New Brunswick and Newfoundland.

## H

**halls** (hōlz) 34. Corridors. Don't make too much noise in the *halls*.

**ham'mer** (hām'ēr) 24. 1. A tool used to pound with. The head of the *hammer* was a little loose on the handle. 2. Beat or drive. Dick is going to *hammer* down the nails.

**han'dle** (hăn'd'l) 18. 1. Touch, hold, or move with the hands. *Handle* the mirror carefully. 2. The part of something that is held in the hand. The *handle* of the shovel is broken.

**hand'y** (hăn'dī) 58. 1. Useful. Convenient. The shelf for books near the desk was *handy*. 2. Able to use one's hands well. Mother made this coat for me; she is very *handy* with a needle.

\***hap'pi er** (hăp'ī ēr). More joyful. No one could have had a *happier* Christmas.

**hap'pi ness** (hăp'ī nīs) 48. Joy. It gave Mr. and Mrs. Cox great *happiness* to have their daughter well again.

**hard'en** (hăr'd'n) 82. 1. Make hard. We *harden* steel by mixing other metals with it.

## HARDEST

2. Get hard. As the candy cools, it will *harden*.

**hard'est** (här'dĭst) **16**. Most difficult. The last part of the climb up the mountain was the *hardest*.

**\*hard'ware'** (hărd'wâr'). Articles made of metal, as tools and locks. We can get a new screw driver at the *hardware* store.

**har'ness** (hăr'nĭs) **32**. 1. The leather straps that go on a horse or other animal to attach it to something, as a carriage. After we took the *harness* off the pony, we cleaned it and hung it up. 2. Put the leather straps on a horse or other animal to attach it to something, as a carriage. Mr. Gray is ready to *harness* the horse to the wagon.

**haugh'ty** (hō'tĭ) **51**. Too proud. Despising other people. The poor man's *haughty* way of refusing help made everyone angry with him.

**haul** (hōl) **28**. Pull. Drag. The dogs *haul* the sled over the snow and ice.

**heat** (hēt) **74**. 1. State of being hot or warm. They wore hats to protect their heads from the *heat* of the sun. 2. Make hot or warm. Will you please *heat* the baby's milk?

## HOLLOW

**\*hem** (hēm). 1. The folded edge on clothing or other articles of cloth. Mother has my dress finished except for the *hem*. 2. Sew a folded edge on cloth. My aunt has six new towels to *hem*.

**high'est** (hī'ĭst) **80**. 1. Tallest. The *highest* mountains in the world are in Asia. 2. At the top. She was *highest* in her class.

**hill'y** (hĭl'ĭ) **76**. Having hills. Not level. We live in the *hilly* part of town.

**his tor'i cal** (hĭs tōr'ĭ k'l) **90**. Known in history. About events that happened in the past. She likes to read *historical* novels.

**hitch** (hĭch) **66**. 1. Fasten. We decided to *hitch* our sleds together. The man is going to *hitch* his horse to the post. 2. A difficulty. There was a *hitch* in our plans; so we had to have the picnic later.

**hog** (hōg) **12**. A pig. That *hog* is ready to be sent to market.

**hold'er** (hōl'dēr) **68**. A person or thing that holds or has something. He is the *holder* of the world's record for running 100 yards. Did you put your umbrella in the umbrella *holder*?

**\*hol'low** (hōl'ō). Empty. Having nothing inside. A drum is *hollow*.

**\*hon'our a ble** (õn'ēr à b'l). 1. Worthy of honour. Noble.

It was *honourable* of the boy to tell the principal that he was the only one to blame.

2. A title used in addressing certain high officials. To the *Honourable* James Sumner. . .

**hook** (hōök) 44. 1. The coat had fallen off the *hook*. The fish was caught on the *hook*. I must sew this *hook* back on my dress. 2. Kay almost forgot to *hook* the back of her collar.

**\*hook'y** (hōök'ý). Staying away from school without good reason. He played *hooky* and went fishing.

**hop** (hōp) 88. Children sometimes like to *hop* on one foot. We could see the robin *hop* about the lawn.

**hop'ing** (hōp'ing) 48. I was *hoping* it wouldn't rain today.

**hose** (hōz) 58. 1. Stockings. Joan received two pairs of *hose* for her birthday. 2. Rubber tube for carrying a liquid, often water. Father used the *hose* last night to water the lawn.

**how's** (houz) 88. Contraction for *how is*.

## I

**i'cy** (í'sí) 76. 1. Covered with ice. The horse nearly fell on the *icy* road. 2. Like ice.

The water we swam in was *icy*.

**i'dle** (í'd'l) 74. Doing nothing. She had stopped sewing; her hands were now *idle*.

**im ag'ine** (ĩ māj'n) 64. Form an idea. Pretend in one's mind. Try to *imagine* the time when there were no automobiles. Sue liked to *imagine* she could travel on a flying carpet.

**im me'di ate ly** (ĩ mē'dĩ ít lĩ) 92. At once. *Immediately* the dog ran after the ball. Take the cake out of the oven *immediately*.

**im prove'ment** (ĩm prōōv'm'nt) 34. 1. State of being better. Gain. The boy's drawing shows *improvement*. 2. Something which is better. The new airplanes are a great *improvement* over the first ones made.

**\*in.** Short form for *inch* or *inches*.

**in'dex** (in'děks) 64. 1. The list of topics at the back of a book or in a file drawer. The names of the people mentioned in the book are in the *index*. 2. Pointing. The *index* finger is next to the thumb.

**\*in'doors'** (in'dōrz'). In or into a house or building. When it rains we play *indoors*. Jim went *indoors* to listen to the radio.

## INJURED

**\*in'jured** (in'jērd). Harmed. Hurt. He was seriously *injured* when he fell on the ice. The bugs have *injured* a number of our potato plants.

**in'ner** (in'ēr) **36**. Farther in. Inside. The books were stored for the summer in an *inner* room of the school. You can eat the *inner* part of a chestnut.

**in spec'tion** (in spēk'sh'n) **48**. Official or careful examination. After three airplanes crashed the government ordered an *inspection* of the others.

**in'stru ments** (in'strōō m'nts) **24**. 1. Objects that produce music. The members of the band brought their *instruments* so that they could practise together after school. 2. Tools. Dentists and doctors use many different *instruments* in their work.

**in'ter est** (in'tēr ist) **82**. 1. Attention to or liking for. John has great *interest* in the Boy Scouts. 2. Money paid for the use of money. The *interest* on our mortgage is due in June of every year.

**in'tro duced'** (in'trō dūst') **92**. 1. Made known. Marjorie Ann *introduced* her cousin to her school friends. 2. Brought into use. Silk was *introduced* into Europe in the Middle Ages.

## JEALOUS

**in'vi ta'tions** (in'vī tā'sh'nz) **34**. Friendly requests. We sent *invitations* to our parents to come to see the work we had done in school.

**it self'** (it sēlf') **78**. The airplane cannot start *itself*. The house *itself* was on a hill.

## J

**jack'et** (jāk'it) **76**. 1. A short coat. The sailor wears a blue *jacket* when it is cold. 2. A paper covering. The *jacket* kept the cloth cover of the book clean.

**\*jacks** (jāks). 1. A small iron toy. Little girls like to play with *jacks*. 2. Tools for lifting heavy things. The wheels were raised with *jacks*.

**jan'i tor** (jăn'ī tēr) **58**. A person who takes care of a building. The *janitor* keeps our school warm all winter.

**jars** (jārz) **20**. Vessels with wide mouths, often of glass. Mother put pickles in the *jars*.

**\*jaw** (jô). One of the two bones that form the lower part of the face. One of the teeth in my upper *jaw* will have to be pulled.

**jeal'ous** (jēl'ūs) **80**. Unhappy because someone gets more attention or is more successful. Henry was *jealous* when Jim went to the circus. I was *jealous* because my

## JEWELS

## LADDER

cousin got a new fur coat and I couldn't have one too.

**jew'els** (jōō'lz) **78**. Valuable ornaments. Gems. The queen wore many *jewels* when she received the visitors.

**\*joy** (joi). A glad or happy feeling. When Bobby saw his Christmas presents he jumped with *joy*.

## K

**\*keep'ing** (kēp'ing). 1. Holding. He is *keeping* it safe for me while I am away. 2. Managing. My aunt is *keeping* house for us while my mother is away.

**ket'tle** (kēt'l) **18**. A metal vessel used for boiling liquids. Mother boiled water for the tea in the *kettle*.

**\*key** (kē). An instrument, usually metal, used to open and close a lock. The *key* turned easily in the lock and the door opened.

**kin'der gar'ten** (kīn'dēr gār't'n) **30**. A school or class for young children, who spend much of the time playing. The children in *kindergarten* are learning to weave mats.

**\*kind'ly** (kīnd'ly). 1. Kind. Pleasant. The old man listened to the boy's story in a *kindly* way. 2. In a friendly way. The farmer *kindly* let us use his telephone.

**\*knees** (nēz). The joints at the middle of the legs. When I fell on the playground I scraped the skin on my *knees*.

**knives** (nīvz) **20**. Flat metal pieces with handles, used for cutting. The *knives* go at the right side of the plates. The butcher has sharp *knives* to cut the meat.

**knot** (nōt) **20**. 1. A twisting together of parts or pieces of cord or thread or the like. There was a tight *knot* in the string on the package. 2. Twist together parts or pieces of cord or thread or the like. Try not to *knot* your thread as you sew. 3. Hard spot in a tree where a branch grows out. The *knot* crackled as it burned.

## L

**la'bour** (lā'bēr) **78**. Work. 1. It took a great deal of *labour* to build that tunnel. 2. The men had to *labour* in the fields under the hot sun.

**lace** (lās) **16**. 1. Open material of thread, used for ornament. The bride had white *lace* on her wedding dress. 2. Fasten by putting a cord through holes. Jack was in such a hurry he nearly forgot to *lace* one shoe.

**lad'der** (lād'ēr) **76**. Something

ū, use; ū, us; ũ, turn; ũ, unite; oō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

used for climbing. Mother climbed the *ladder* to put the curtains up. The painter rested the *ladder* against the house.

**lard** (lārd) 12. The fat of pigs. Mother put *lard* in the dough for the pie.

**larg'er** (lār'jēr) 90. Bigger. The Pacific Ocean is *larger* than the Atlantic Ocean.

**lawn** (lôn) 72. Ground covered with grass that is kept cut. The boy mowed the *lawn* once a week.

**\*lay'er** (lā'ēr). Something that is laid above or below another thing. There was a *layer* of dust on the table. Mother put a *layer* of apple on top of the pudding.

**lay'ing** (lā'ing) 16. 1. Putting down. They are *laying* their wraps on the sofa. 2. Putting in order. *Laying* bricks is a good trade. 3. Producing eggs. Mrs. Smith's hens have stopped *laying*.

**league** (lēg) 72. A group of persons or teams or nations formed for a special purpose. The teams in the baseball *league* will begin to practise this month.

**leak** (lēk) 74. 1. A crack or hole that lets something run through that should not. The rain came through a *leak* in the roof of our house. 2. Run through a hole or crack

that should not be there. We could see the sugar *leak* through the hole in his bag.

**leav'ing** (lēv'ing) 42. 1. Going away. I'm *leaving* for the Maritimes tonight. 2. Going away from. He is *leaving* town. 3. Giving in one's will. He is *leaving* all his property to his children.

**\*lem'on** (lēm'n). A small, yellow, sour fruit. Mother is cutting a *lemon* for the tea. We decided we needed another *lemon* for the lemonade.

**\*lem'on ade'** (lēm'n ād'). A drink flavoured with sweetened lemon juice. Tom drinks *lemonade* on warm afternoons.

**length** (lēnth) 22. A measure of how long a thing is. What is the *length* of your garden? The *length* of time required for the trip was more than we thought it would be.

**less** (lēś) 90. Not so much. There is *less* chance of accident with a careful driver. There is *less* sun on a cloudy day than on a sunny day.

**\*let'ting** (lēt'ing). Allowing. Peggy is *letting* her hair grow longer. Mr. Flagg is *letting* the boys camp in his field.

**li'a ble** (lī'ā b'l) 51. 1. Likely. If you don't look carefully before you cross the road you are *liable* to be run over. 2. Obligated. Everyone who

## LIBERTY

## MAIN

earns more than a certain amount of money is *liable* to pay income tax.

**lib'er ty** (lĭb'ēr tĭ) 48. Freedom. The government of that colony did not give the people much *liberty*.

**lid** (lĭd) 60. A cover that can be taken off. Keep the *lid* on the pot until the potatoes are boiled.

**light'ed** (lĭt'ĭd) 54. 1. Given light. The schoolroom is well *lighted*. 2. Came down on. Many birds *lighted* on the branches.

**\*lil'ies** (lĭl'ĭz). Flowers that grow from bulbs. My sister carried white *lilies* when she was married.

**\*limb** (lĭm). 1. A large branch. A *limb* broke off the tree during the storm. 2. An arm, a leg. A bathing suit leaves each *limb* bare.

**lin'en** (lĭn'in) 90. A kind of cloth or thread made from flax. Mother bought some *linen* to make napkins.

**liv'ing** (lĭv'ing) 44. 1. Not dead. Who is the greatest *living* musician? 2. What one uses in order to live. He has earned his *living* since he was a boy.

**\*loop** (lōop). 1. A thread, rope, or piece of wood or metal made into a curve. There was a *loop* of cord for each button down the front

of her dress. 2. Curve a thread, rope, or piece of wood or metal. First *loop* the ribbon if you want to make a bow.

**lose** (lōōz) 28. No longer have. Fail to keep. I must be careful not to *lose* my umbrella. Joe tries not to *lose* his temper.

**loved** (lŭvd) 86. 1. Did love. He *loved* his family and worked hard for them. 2. Very well liked. The doctor was the best *loved* man in town.

**low'er** (lō'ēr) 66. 1. Farther down. My school grades are *lower* this term because I was out sick. We are going to hang the picture *lower* on the wall. 2. Let go down. The captain gave the order to *lower* the boats.

**\*low'est** (lō'ĭst). Farthest down. She was standing on the *lowest* step. That was the *lowest* price at which they would sell the house.

## M

**\*ma'am** (mām). Madam. "Yes, *ma'am*," the boy said to the woman, "I'll carry the package to your house."

**main** (mān) 54. Most important. The *main* character in the play was the princess. The *main* road went along

ū, use; ŭ, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## MAJESTIC

the lake.

**\*ma jes'tic** (mǎ jēs'tik). Grand. Royal. The scene at the Grand Canyon was a *majestic* one. The queen looked *majestic* in her beautiful robes and jewels.

**ma'jor** (mǎ'jēr) **68.** 1. An army officer. The captain did such good work that he was made a *major*. 2. Greater. We spent the *major* part of the summer in the country.

**man'u al** (mǎn'tū ǎl) **16.** 1. A book of instructions. In making the airplane model I followed the directions in the *manual*. 2. Done with the hands. A carpenter does *manual* work.

**ma'ples** (mǎ'p'lz) **20.** Trees of a certain kind. The sap of some *maples* is sweet and can be used to make maple sugar.

**\*marsh'mal'low**s (mārsh'mǎl'ōz). Soft white candies. The boys toasted *marshmallows* over the fire.

**\*mate** (māt). 1. One of a pair. Can you find the *mate* to this shoe? 2. A husband or wife. The husband was lonely after his *mate* died. 3. A person in a ship's crew who assists the captain. The first *mate* ran the ship while the captain rested.

**mean** (mēn) **36.** 1. Have in mind. I don't know what

## MERRY-GO-ROUND

you *mean* when you say that.

2. Unkind. He was *mean* to his mother.

**meas'ure** (mězh'ēr) **62.** 1. Find how long or how much. We use a clock to *measure* time. 2. An amount or quantity. An inch is a *measure* of length.

**melts** (mēlts) **76.** Changes from a solid to a liquid. The sun *melts* the snow.

**mem'bers** (mēm'bērz) **86.** 1. Persons who belong to a group. All the *members* of the club went to the picnic. 2. Parts of the body. Our eyes are perhaps our most important *members*.

**mem'ber ship** (mēm'bēr shīp) **92.** All the members of a group. The *membership* of the House of Commons is larger than it was years ago.

**mem'o ry** (mēm'ō rī) **86.** 1. Mary sang the song from *memory*. 2. The art collection was in *memory* of Judge and Mrs. North.

**\*mend** (mēnd). Repair. Dorothy will have to *mend* the tear in her dress.

**\*men's** (mēnz). Belonging to men, or of men. *Men's* clothes are easier to buy than women's.

**mer'ry-go-round'** (mēr'ī-gō-round') **88.** A platform that a machine turns around and

ā, ate; ǎ, at; ǎ, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ī, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or;

around, often with music. Children like to ride on the horses on the *merry-go-round*.

**met'al** (mět''l) 24. Material found in ores in the earth.

Iron is one kind of *metal*; gold and silver are others.

**meth'od** (měth''d) 16. A way to do something. The book tells about the early *method* of lighting homes.

**mid'way'** (mĭd'wā') 66. In the middle. There is a steep hill *midway* between here and the city.

**mil'i tar'y** (mĭl'ĭ tēr'ĭ) 68. Having to do with soldiers or the army. There was a *military* band in the parade.

**min'er** (mĭn'ēr) 24. A man who works in a mine. While the coal *miner* was in the mine he did not see any sunshine.

**min'i a ture** (mĭn'ĭ à tūr) 68. 1. A small painting. He painted a *miniature* of his mother. 2. Made very small. Ethel has a set of *miniature* dishes to play with.

**mink** (mĭngk) 60. A small animal with brown fur. The fur of the *mink* is used for women's coats and coat collars.

**mis'er a ble** (mĭz'ēr à b'l) 51. Very unhappy. John felt *miserable* on the day his dog was lost.

**missed** (mĭst) 90. 1. Was too late for. I got up late and

*missed* the train. 2. Failed to find. Early explorers *missed* the Northwest Passage. 3. Was lonesome for. When you didn't come, I *missed* you.

**mis takes'** (mĭs tāks') 80. Errors. I made two *mistakes* on my history test.

**mix** (mĭks) 18. 1. Stir or put together. I had to *mix* the paints to get the right colour. The baker is getting ready to *mix* some dough for bread. 2. Get along with. We think the new boy is going to *mix* well with his classmates.

**mixed** (mĭkst) 28. 1. Did mix. Grandmother *mixed* a cake. 2. Varied. He saw his birth-place again with *mixed* feelings. The audience was a *mixed* one—men and women, old and young, rich and poor.

**mod'ern** (mōd'ērĭ) 64. New. Having to do with the present time. The *modern* airplane goes fast and is very safe.

**\*mould** (mōld). 1. Very small plants that grow in warm, damp places. The bread was damp and had green *mould* on it. 2. Shape or form something. See if you can *mould* a little vase from the clay.

**mon'i tor** (mōn'ĭ tēr) 80. A pupil who has special duties. One *monitor* came in early to clean the blackboards.

**mop** (mōp) 32. 1. A bundle of

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

cloth or yarn on a handle, used for cleaning. Bess used a dish *mop* when she washed dishes. 2. Clean with a bundle of cloth or yarn on a handle. Martin is going to *mop* the kitchen floor.

\***mos qui'toes** (mŭs kē'tōz). Insects, the females of which bite or sting. *Mosquitoes* have spoiled more than one picnic. Some *mosquitoes* cause disease.

\***moss** (mōs). Short, fuzzy, greenish brown growth on trees or rocks. He found his way by noticing on which side of the trees the *moss* grew most thickly.

**most'ly** (mōst'li) 44. Chiefly. In the desert they travelled *mostly* on camels.

\***mule** (mūl). An animal that is half horse and half donkey. We saw the *mule* trot along with a heavy load on its back.

**mul'ti pli ca'tion** (mŭl'ti plī kā'sh'n) 38. A short way of finding the answer when a number is added a certain number of times. The answer by *multiplication* to  $3 \times 3$  (9) is the same as the answer by addition to  $3 + 3 + 3$  (9).

**mul'ti ply'** (mŭl'ti plī') 38. Find the answer in a short way when a number is added a certain number of times.

The teacher said that we should be able to *multiply* 10 times 5 in our heads.

**mu se'um** (mŭ zē'm) 78. A place where collections of interesting or valuable objects are kept. There are many oil paintings at the art *museum*.

## N

**nap'kins** (năp'kīnz) 58. Pieces of paper or cloth used at the table for one's fingers or mouth. Betty is going to hem six *napkins* for her mother.

**na'tion** (nā'sh'n) 48. The body of people in a country that is united under a single government. Canada is a *nation*.

**nat'u ral** (năt'ŭ r'l) 92. According to nature. It is *natural* for birds to fly. It is *natural* for Mark to write with his left hand. Ellen's curls are *natural*.

\***na'vy** (nă'vī). The ships for fighting that a country has. We have many ships in our *navy*.

**neat** (nēt) 60. In good order. When we left school this afternoon, all our desks were *neat*.

**neat'ly** (nēt'li) 78. Carefully and in good order. The package from the store was *neatly* wrapped.

**nec'es sar'y** (nēs'ē sēr'ī) 86.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; î, ice; ĩ, is; ô, old; ô, not; ô, obey; ô, or;

## NEEDED

Required. Important. It is *necessary* to have air in order to breathe.

**need'ed** (nēd'īd) 51. Had to have, required. He needed better food if he was to get well.

**\*Ne'gro** (nē'grō). 1. A person belonging to a large group of people with dark skin. This poem was written by a *Negro*. 2. Having to do with a large group of people with dark skin. We liked the *Negro* songs we heard at the theatre last night.

**neigh'bour** (nā'bēr) 32. A person who lives near another. In the country Mr. Crane's nearest *neighbour* was a half mile away.

**news'pa'pers** (nūz'pā'pērz) 64. Printed papers that give the news of the day. He got off the train and bought several *newspapers*.

**nice'ly** (nīs'īl) 82. With great care and with good results. She sewed the hem *nicely*.

**nic'er** (nīs'ēr) 16. 1. More carefully made. This plan of the house is a *nicer* one than the other. 2. More pleasing. We are having *nicer* weather this week than we had last week.

**no'bles** (nō'b'lz) 42. Persons of high birth or rank. The *nobles* of the king's court went hunting.

## OFFICE

**\*nois'y** (noiz'ī). Loud. Full of noise. The schoolyard is *noisy* after school is out.

**now'a days'** (nou'ā dāz') 78. In these days. *Nowadays* many people travel by airplane.

**\*nu'mer als** (nū'mēr 'lz). Numbers. Sometimes there are Roman *numerals* on the face of a clock.

## O

**oat'meal'** (ōt'mēl') 20. Meal made of oats. We put cream and sugar on the *oatmeal* we had for breakfast.

**ob'ject** (ōb'jēkt) 24. 1. Thing. What is that *object* we can see down the road? 2. Purpose. The first *object* of the meeting is to elect a new president.

**ob ject'** (ōb jēkt'). 24. Find fault with. Oppose. I *object* to walking down all those icy steps.

**ob jec'tions** (ōb jēk'sh'nz) 48. Reasons for not liking. One of my *objections* to doing the work at night is that the light is not good.

**ob jec'tives** (ōb jēk'tīvz) 34. Things one hopes or plans to get done. Goals. My *objective* for next summer is to gain five pounds.

**of'fered** (of'ērd) 86. A house was *offered* for sale. I *offered* to help with the dusting.

**of'fice** (of'īs) 46. Aunt Jane

ū, use; ū, us; ũ, turn; ũ, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## OPERA

went to the doctor's *office* because she had a bad cold.  
**op'er a** (öp'ēr ā) 42. A play in which the characters sing their parts. Did you listen to the *opera* on the radio last Saturday afternoon?

**op'po site** (öp'ō zīt) 88. 1. Facing. He lives on the *opposite* side of the street. 2. Antonym. "Short" is the *opposite* of "long".

**o'ral** (ō'r'l) 54. Said aloud. The *oral* tests are as hard as the written ones.

**or'ches tra** (ôr'kēs trā) 42. 1. A group of people producing music together on various instruments. The *orchestra* played for assembly. 2. The main floor of a theatre. We sat in the *orchestra* when we went to the Christmas play.

**ore** (ōr) 74. Metal in the rock in which it is found. Iron *ore* is found near Lake Superior.

**or'gan i za'tion** (ôr'g'n ĭ zā' sh'n) 92. Group united by common interests. That automobile company is a big *organization*.

**or'gan ized** (ôr'g'n ĭzd) 48. Put into working order. We *organized* a baseball team.

**out'line'** (out'lin') 64. General plan. The teacher told us to make an *outline* before writing the report.

**ov'en** (üv'n) 76. The bread

## PARAGRAPH

was baked in a hot *oven*.

**o'ver alls'** (ō'vēr ôlz') 36. He wore *overalls* to protect his suit.

**o'ver shoes'** (ō'vēr shōōz') 58. Rubber or felt shoes worn over other shoes to protect them. The snow was so deep that we needed our *overshoes*.

## P

**pag'eant** (pāj'nt) 42. An elaborate show, often out of doors. The children gave a *pageant* about the early days in Canada.

**pail** (pāl) 28. Bucket. Mr. Parker filled a *pail* with water and carried it to the barn.

**pain** (pān) 46. 1. An ache or a hurting feeling. The dentist gave her a drug so that she would not feel the *pain*. 2. Hurt. Does your injured arm *pain* you?

**\*par'a chute'** (pär'ā shōōt'). Something like a large umbrella with cords attached to a person to slow down his fall through the air. The man jumped from the airplane with his *parachute* and landed safely.

**par'a graph'** (pär'ā grāf') 54. Several sentences about one subject, written in a group. The first *paragraph* tells

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĩ, ice; ĩ, is; ō, old; ō, not; ō, obey; ô, or;

about the region where the tribe lived.

**par'don** (pär'd'n) 28. 1. Excuse. *Pardon* me for interrupting, but there is a telephone call for you. 2. Act of excusing or setting free. The prisoner is trying to obtain a *pardon* from the governor.

**Par'lia ment** (pär'li mënt) 48. National legislative body. 1. The *parliament* met in Ottawa. 2. He visited the *Parliament* Buildings in Regina.

**\*pat** (pät). 1. Tap lightly. Bill will *pat* the dog when he brings back the ball. 2. A light tap. Father gave Anne a *pat* on the back when he saw her report card.

**patch** (päch) 60. 1. Mother put a *patch* on my coat where it was torn. 2. Helen is going to *patch* the tablecloth.

**pat'tern** (pät'ërn) 16. 1. A model. Mother cut out a *pattern* to use in making me a new dress. 2. A design. The *pattern* in the material is very pretty.

**paved** (pävd) 90. Several streets have been *paved* lately.

**pave'ment** (päv'm'nt) 30. The *pavement* was made of cement.

**\*peach'es** (pëch'iz). Juicy fruits with pits in them. Last summer we helped pick the *peaches* from the trees in the orchard.

**pe cans'** (pë kanz') 12. Nuts that grow in the southern

part of the United States. We had *pecans* and chocolate on our ice cream.

**\*ped'dler** (pëd'lër). The *peddler* goes from house to house selling small articles.

**ped'dles** (pëd'lz) 64. Sells from door to door. We can get some potatoes from the man who *peddles* vegetables.

**\*peel** (pël). Take the skin off. Mother will have to *peel* the apples for the pie.

**\*pen in'su la** (pën in'sû lá). Land that is almost surrounded by water. Italy is a *peninsula*.

**\*pen'nies** (pën'iz). Cents. I gave the man five *pennies* for the morning paper.

**per cent'** (për sënt') 38. To each hundredth. Five is ten *per cent* of fifty. Only one *per cent* of the pupils was absent.

**per'son's** (pûr's'nz) 92. Of a person. A *person's* nature shows in his face.

**phys'i cal** (fiz'ï k'l) 78. Of the body. Their bodies are made strong by *physical* exercise. The doctor gave each child a complete *physical* examination.

**pick'les** (pïk'lz) 62. We ate *pickles* with our sandwiches.

**\*pier** (për). A platform where ships are loaded and unloaded. The boats came in at the *pier* to be loaded.

**\*pins** (pïnz). 1. Metal or

û, use; ũ, us; û, turn; û, unite; õõ, shoot; õõ, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## PISTOLS

## POSITION

wooden fastenings. The shirt was fastened with *pins*. Wooden *pins* were used in place of nails. 2. Fastens. She *pins* the dress together before sewing it.

**\*pis'tols** (pĭs't'lz). Small guns.

The policemen carry *pistols*.

**pitch'er** (pĭch'ēr) **20**. 1. One who throws the ball to the person at bat in a baseball game. The *pitcher* played the whole game. 2. A vessel from which a liquid can be poured. Edna put a *pitcher* of milk on the table.

**\*pit'y** (pĭt'ĭ). 1. A sad fact. It is a *pity* that he is sick on his birthday. 2. Be sorry for. *Pity* the hungry. 3. A feeling of sorrow for. Have *pity* on the homeless sufferers!

**plain** (plān) **22**. 1. Simple. *Plain* food is good for us. 2. Level land. The train came down out of the mountains onto the level *plain*.

**plan** (plān) **36**. 1. We *plan* to see them when we are on our vacation. 2. The rain spoiled Jack's *plan* of going on a bicycle ride.

**planned** (plānd) **92**. Each one *planned* to bring something different to the picnic.

**plant'er** (plān'tēr) **58**. One who plants. The owner of a plantation. The *planter* owns many acres of land.

**play'ers** (plā'ērz) **42**. Persons

who take part in a game or a play or use a musical instrument. The baseball *players* won the game. The banjo *players* played their tunes well.

**pleas'ant** (plēz''nt) **90**. 1.

Pleasant. Swimming is *pleasant* exercise. 2. Cordial, amiable. She was *pleasant* to him in spite of his rudeness.

**pledge** (plēj) **68**. Promise. The soldiers made a *pledge* to defend their country. We *pledge* our friendship to the country across the border.

**\*plen'ti ful** (plĕn'tĭ f'ĭ). Abundant. Sufficient. There were *plentiful* harvests that year.

**\*pock'et book'** (pŏk'ĭt bŏŏk'). She put her change in her *pocketbook*.

**\*poles** (pōlz). 1. The clothesline was propped up with *poles*. 2. Opposite ends. It is cold at both *poles* of the earth.

**pol'ished** (pŏl'isht) **58**. Made to shine. I *polished* my shoes.

**po lite'** (pŏ lit') **86**. Having good manners. The man who ran the bus was always *polite* to the people who asked questions.

**po'nies** (pŏ'nĭz) **66**. Small horses. The children were riding on the backs of the *ponies*.

**\*pop** (pŏp). 1. The turtle began to *pop* its head out of its shell. 2. We heard the cork of the bottle suddenly *pop*.

**po si'tion** (pŏ zĭsh''n) **54**. 1.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ē, baker; ê, begin; ĭ, ice; ĩ, is; ō, old; ŏ, not; ô, obey; ô, or;

## POULTRY

Place. What *position* on the football team do you play?

2. Job. My sister has a new *position* as secretary.

3. Posture. Are you sitting in a comfortable *position*?

**poul'try** (pōl'trī) 60. Chickens, ducks, turkeys, and the like. Mr. Bates raises *poultry* on his farm.

**pow'er** (pou'ēr) 51. 1. Energy. Electricity is used to furnish *power*. 2. Authority. Our government has *power* to make laws.

**prac'tice** (prāk'tīs) 36. 1. It takes *practice* to be a good pitcher. 2. We make a *practice* of going to school at the same time each day.

**prai'rie** (prâr'ī) 60. Land with grass but few trees. Corn is raised on the *prairie*.

**pre pare'** (prê pâ'r') 18. Get ready. He must *prepare* for a long journey.

**press** (prĕs) 64. 1. The man had to *press* on the key of the machine. 2. Nick has a small printing *press*. 3. The school news was given to the *press*. 4. I have to *press* my dress.

**pre vent'** (prê vĕnt') 66. Keep from happening. You should go to the dentist to *prevent* trouble with your teeth.

**\*pris'on** (prīz'n). A place where people who have broken the law are kept. There were thick walls

around the *prison*.

**\*pro pel'ler** (prō pĕl'ēr). A part of a machine that turns around very fast and helps to drive it. A *propeller* helps the airplane to fly.

**prop'er ly** (pröp'ēr lī) 54. Correctly. The dress fits the girl *properly*. The children were taught to behave *properly*.

**\*proved** (prōōvd). 1. Turned out. The class play *proved* to be a big success. 2. Showed to be so. Alice *proved* that she had the right answer.

**pro vide'** (prō vīd') 12. Supply. Their sheep would *provide* some food. Trees *provide* us with shade, wood, and nuts.

**\*pro vid'ed** (prō vīd'id). 1. Did furnish. The father *provided* plenty of food for his family. 2. If. I will go on the picnic *provided* the weather is good.

**pro vin'cial** (prō vīn'shāl) 51. Of or relating to a province. The *provincial* government employs many people.

**\*pure** (pūr). 1. Clean. They tell us whether the water is *pure*. 2. Perfectly. Entirely. One of my summer dresses is *pure* white.

**puz'zle** (püz'z'l) 78. 1. Problem. I have just bought a picture *puzzle*. 2. Think a good deal

ū, use; ū, us; ū, turn; ū, unite; ōō, shoot; ōō, foot; ou, about; oi, oil; tū, nature; th, then; th, thin; zh, garage.

## QUACK

about. I had to *puzzle* over one question in the test.

## Q

**\*quack** (kwăk). 1. The cry of a duck. The duck went, "*Quack, quack.*" 2. One who pretends to have skill or knowledge that he lacks. He isn't a real doctor, he's a *quack*.

**quar'ter** (kwôr'tēr) **92**. 1. One fourth. We'll each have a *quarter* of the apple. 2. Twenty-five cents. The magazine cost a *quarter*. 3. Fifteen minutes. The game started at *quarter* past two.

**\*quick'er** (kwĭk'ēr). Faster. It is a *quicker* way because it is downhill.

**qui'et ly** (kwī'üt lĭ) **22**. In a peaceful way. The baby is sleeping *quietly*.

**quilt** (kwĭlt) **60**. A cover for a bed made of two layers of cloth with something soft and warm between. It took Marion a long time to make the *quilt*.

**\*quiz** (kwĭz). An examination. Walter is studying for a geography *quiz* he will have tomorrow.

## R

**\*rack'et** (răk'ĭt). 1. A great deal of noise. He knocked over a chair and made a *racket*. 2. An unlawful oc-

## RECORD

cupation. Playing hooky on warm afternoons became a regular *racket*.

**\*ra'di a'tor** (rā'dĭ ā'tēr). A set of pipes that give out heat. Now that there is a better fire in the furnace the *radiator* will be warmer.

**\*rail** (rāl). A bar of metal or wood. The *rail* around the cage helps to protect the children from the lions.

**rank** (răngk) **68**. 1. Position. Title. If he does good work as a captain, he will be given the *rank* of major. 2. A row or line. We saw *rank* after *rank* of sailors in the parade.

**rap'id ly** (răp'id lĭ) **66**. Fast. Max walked *rapidly* because it was a cold day.

**\*read'ers** (rēd'ērz). 1. People who read. The library was filled with *readers*. 2. Books to teach reading. They took home their *readers* but left their arithmetics at school.

**re ceipt'** (rē sēt') **58**. Written report that money or things have been received. I signed a *receipt* for the telegram.

**rec'ord** (rĕk'ĕrd) **48**. 1. Written account. She keeps a *record* of our absence from school. Our marks are on *record* in the office. 2. Something with which one can repeat sound of music or speech. I have just bought a new dance *record*.

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

**re cord'** (rê kôrd') 48. Write down. The secretary will *record* the minutes of the meeting.

**re move'** (rê mōōv') 74. Take away. Move from one place to another. Jenny is going to *remove* the veil from her hat.

**rent'ed** (rënt'id) 76. 1. Took possession of for a time. We *rented* the house for a month from Mr. Jones. 2. Gave possession of for a time. Mr. Jones *rented* the house to us for a month.

**\*re serves'** (rê zûrvz'). 1. Extras. The police *reserves* were called out at the time of the big fire. 2. Keeps. The manager *reserves* the right to decide whether to open the office on Saturday or not.

**re sort'** (rê zôrt') 46. 1. A place to which people go for fun or rest. Our family has gone to the same summer *resort* for several years. 2. Turn to. Depend on. The doctor had to *resort* to a piece of sheet for a bandage.

**\*rid** (rĭd). 1. Free. Getting *rid* of flies is sometimes hard. 2. To make free. We tried to *rid* the house of flies.

**ri'fle** (rĭ'f'l) 58. A long-barrelled gun from which bullets are fired. The soldier raised his *rifle* to his shoulder

before he fired it.

**\*rim** (rĭm). 1. Edge. We decided to visit the other *rim* of the canyon. 2. Band around. The *rim* of the wheel fell off.

**\*rinse** (rĭns). Flood with water after washing. *Rinse* the clothes well so that you will get all the soap out of them.

**rise** (rĭz) 92. 1. Get up. I *rise* at six o'clock. 2. Stand up. The people will *rise* when she comes in. 3. Come into sight. People went to the top of the mountain at dawn to see the sun *rise*.

**\*rod** (rôd). 1. Pole. He took my *rod* and began to pull the fish out. 2. A measure of length. A *rod* is 16½ feet.

**\*ro'de o** (rô'dê ô). A display or show in which people ride horses and rope cattle. Men and women came from several provinces to take part in the *rodeo*.

**roots** (rōōts) 76. Parts of plants that grow in the ground. The *roots* of trees go far down into the soil.

**\*rot'ten** (rôt'n). Spoiled. The cabbage was *rotten* because it was left in the field too long.

**rough** (rŭf) 12. 1. Opposite of smooth. Sandpaper is *rough*. 2. Rowdy, impolite. The boys were too *rough* on the playground.

**\*rub** (rŭb). *Rub* the plates with the towel until they are dry

## RUBBISH

**rub'bish** (rüb'ish) **72.** Waste matter. We keep our yard free from *rubbish*.

**rude** (rōōd) **46.** 1. Rough, unfinished. The pioneers lived in *rude* log cabins. 2. Impolite. It is *rude* to point at people.

**\*rum** (rŭm). A strong drink. *Rum* was imported from the West Indies.

**\*run'ner** (rŭn'ēr). 1. Something that slides over snow or ice. I have a new *runner* on my sled. 2. A person or animal that runs. My horse is a fast *runner*.

**\*rust** (rŭst). The old knife was covered with *rust*.

**\*rust'y** (rŭs'ti). *Rusty* pins are dangerous.

## S

**sad'dle** (săd'll) **66.** 1. A leather seat put on a horse for the rider. Be sure the *saddle* is not too loose on the horse. 2. Put a leather seat on. At first the horse did not like to have me *saddle* him.

**safe** (săf) **80.** 1. Free from harm or danger. The river was not *safe* because of the rapids. 2. A place where valuable things are kept. Mrs. Hart keeps her jewels in a *safe*.

**sail'ors** (sāl'ērz) **74.** Men

## SAWED

whose duties have to do with ships. When the ship was in a warm climate, the *sailors* wore their white suits.

**sa lute'** (să lūt') **86.** 1. We *salute* the flag at assembly. 2. The soldier gave a smart *salute*.

**sam'ple** (săm'p'l) **16.** 1. Test. I would like to *sample* the cake before we serve it to our guests. 2. Example. Show me a *sample* of how you want the work done.

**sand'wich es** (sănd'wich iz) **88.** Two slices of bread with other food between. The *sandwiches* were filled with cream cheese and jelly.

**\*sand'y** (săn'di). Containing much sand. Beans grow well in *sandy* soil.

**sat'is fied'** (săt'is fid') **80.** 1. Feeling that one has had enough. After I saw the circus, I went home *satisfied*. 2. Ended by filling one's need. A drink of cool water *satisfied* my thirst.

**\*sauce** (sôs). We had cranberry *sauce* with the turkey. I had apple *sauce* for dessert today.

**\*sau'cers** (sô'sērz). Small plates for holding cups. We have new cups and *saucers*.

**\*sawed** (sôd). Did saw. I *sawed* a dead branch off the tree.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; î, ice;  
İ, is; ō, old; ō, not; ō, obey; ô, or;

## SCHOOLS

## SHARPEN

\***schools** (skōōlz). 1. Buildings or classes for teaching. There are three elementary *schools* in my town. 2. Groups or gatherings of fish. The fishermen found several *schools* of mackerel.

**sci'ence** (sī'ns) 42. Study of the laws of nature. In *science* today we learned how light travels.

**scis'sors** (sīz'ērz) 16. Instrument with two blades, used for cutting. The *scissors* are so dull they do not cut well.

\***scrape** (skrāp). I tried to *scrape* the mud off my shoes.

\***screen** (skrēn). 1. The *screen* for the kitchen window needs mending. 2. The row of bushes will *screen* the house from the road. 3. Mr. White brought his *screen* and projector to show home movies.

\***screws** (skrōōz). 1. Fasteners that are twisted into the material they hold. Father fixed the door by putting in some new *screws*. 2. Fastens by turning a screw, often in wood. Uncle Jack *screws* the cover on the box very fast.

**sea'port'** (sē'pōrt') 44. A harbour on the seacoast. Halifax is an important *seaport*.

**se cure'** (sē kūr') 78. 1. Safe. The bonds will be *secure* in a box in the bank. 2. Get. Can you *secure* two tickets for the circus?

\***see'saws'** (sē'sōz'). We went up and down on the *seesaws* in the park.

\***sen'a tors** (sēn'à tērz). The *senators* are appointed to office for life.

\***sen'ior** (sēn'yēr). 1. A student in his last year. He is a *senior* in high school. 2. For older pupils. We have a *senior* high school.

\***sent'ence** (sēnt'ns). 1. A group of words expressing a complete thought. What you have just read is not a *sentence*. 2. To give a stated punishment to. The judge will *sentence* the prisoner tomorrow.

**set'ting** (sēt'ing) 72. 1. She was busy *setting* the table. 2. The lake made a lovely *setting* for the cabin. 3. The sun is *setting* now.

**set'tled** (sēt'ld) 46. Established. They were well *settled* in their new home by summer.

\***set'tle ment** (sēt'l m'nt). Recently established colony. After the first hard winter the *settlement* grew very fast.

**sev'en teenth'** (sēv'n tēnth') 82. Next after sixteenth. Our first colonies were started in the *seventeenth* century.

**shark** (shārk) 22. A large fish. It is often dangerous to swim near a *shark*.

**sharp'en** (shār'p'n) 44. Make

ū, use; ū, us; û, turn; û, unite; oō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## SHELLS

sharp. Father will *sharpen* the knife before he carves the turkey.

**\*shells** (shělz). 1. Hard outer parts. Hickory nuts have hard *shells*. 2. Cartridges or bullets. My father bought *shells* for his shotgun.

**\*shelves** (shělvz). More than one shelf. The carpenter built two new *shelves* for our dishes.

**\*shin'gle** (shǐng'g'l). 1. A thin piece of material used to cover a roof. Father is going to nail down the *shingle* that is loose. 2. Put thin pieces of material on a roof. The men are going to use wooden shingles to *shingle* our roof.

**\*shipped** (shǐpt). Transported from one place to another, often in a ship. Iron ore and wheat are *shipped* on the Great Lakes. Machinery is *shipped* by train. Vegetables are *shipped* by truck. Valuables are *shipped* by airplane.

**ship'ping** (shǐp'ing) 74. 1. Port Arthur is an important *ship-ping* point on the Great Lakes. 2. *Shipping* things by water is much cheaper than *shipping* them by air.

**\*shoot'ing** (shōōt'ing). 1. Firing guns. In the revolution people were *shooting* in the streets. 2. Photographing. The movie man was *shooting* the last part of the picture.

## SKILLET

**\*shoul'der** (shōl'dēr). He carried the package on his *shoulder*.

**should'n't** (shōōd'n't) 28. Contraction for *should not*.

**\*sides** (sīdz). 1. Faces. A cube has six *sides*. 2. Opposing groups. It was a victory for both *sides*. 3. Takes the part of. He *sides* with his brother.

**sig'nal** (sǐg'n'l) 68. 1. The red light at the corner is a *signal* to stop. 2. The man used a lantern to *signal* to the engineer that the train should not go on.

**signed** (sīnd) 48. Wrote one's name below. The business man *signed* his letters. The generals *signed* a peace treaty.

**sil'ly** (sīl'ī) 80. Foolish. The clowns smiled in a *silly* way.

**sim'ple** (sīm'p'l) 44. 1. Not elaborate. The furniture in the cottage was *simple* but comfortable. 2. Not difficult. The problem we had to do was a *simple* one.

**\*sits** (sīts). 1. Does sit. She *sits* in the front row. 2. Meets for business. The court *sits* every Wednesday.

**\*six'teenth'** (sīks'tēnth'). Next after fifteenth. The *sixteenth* day is at the middle of the month.

**skil'let** (skīl'īt) 18. A frying pan. We took a *skillet* with us when we went camping.

ā, ate; ā, at; ā, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin; ī, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

**skirt** (skûrt) 16. I wore my new sweater and *skirt* to school.

**\*slammed** (slămd). Closed with a bang. She *slammed* the door and woke up the baby.

**\*sleeves** (slēvz). The *sleeves* of my dress are too long.

**\*slice** (slīs). 1. Mother asked me to *slice* the bread. 2. May I have another *slice* of cake?

**\*slick** (slik). Smooth. The horse's coat looked *slick*.

**slip'per y** (slīp'ēr ĭ) 12. We had to walk slowly because the streets were *slippery*.

**\*slow'er** (slō'ēr). Not so fast. Compared with riding, walking is *slower*.

**small'pox'** (smôl'pöks') 46. A serious disease that often leaves marks on the body. There are few cases of *small-pox* in this country now.

**smile** (smīl) 68. 1. He looked up to *smile*. It was a pleasure to see Julia's *smile* when she learned she had won first prize.

**smooth** (smōōth) 62. 1. The *smooth* water was like a mirror. 2. The little old lady tried to *smooth* her apron with her hands.

**\*some' day'** (sŭm'dā'). On some future day. I hope that *some day* I shall have time to read this book.

**soup** (sōop) 62. Hot liquid food. The *soup* we had for

lunch was delicious.

**sour** (sour) 62. 1. Vinegar is *sour*. 2. The cream became *sour*.

**space** (spās) 44. 1. There is plenty of *space* in the corner for the new table. 2. *Space* out the tomato plants when you put them in the garden.

**spade** (spād) 34. 1. We shall need a *spade* to dig a hole for the new bush. 2. When do you think you will have time to *spade* up the flower garden?

**\*spark** (spärk). A *spark* from the fireplace flew out into the room.

**speed** (spēd) 44. 1. Swiftiness. The automobile was traveling at great *speed*. 2. Travel swiftly. Watch the horses *speed* around the track.

**spoil** (spoil) 28. 1. I do not want to *spoil* the story by telling you how it ends. 2. The fruit will *spoil* if it is not kept in a cool place.

**\*spools** (spōōlz). Mother has *spools* of thread of many different colours.

**spoon** (spōon) 20. We put a knife, a fork, and a *spoon* at each place at the table.

**sport** (spōrt) 80. 1. Game. The *sport* I like best of all is football. 2. Fun. It was great *sport* to make a snow man.

**\*spots** (spōts). 1. Soiled places.

û, use; ŭ, us; û, turn; û, unite; oō, shoot; ōō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage

## SPRAY

Can you take the *spots* off my coat? 2. Sees by looking sharply. He always *spots* a coming airplane before I do!

\***spray** (sprā). The men are going to *spray* the trees to get rid of the insects.

\***sprin'kle** (sprīng'k'l). 1. Some people think it is best to *sprinkle* the flowers in the evening. 2. Mother is going to *sprinkle* a little red pepper on the potato salad.

**square** (skwâr) 62. 1. The boy marked off a *square* on the playground for his game. 2. In the city there is a pleasant *square* where people may sit out-of-doors and enjoy the sun.

\***squeeze** (skwēz). 1. Try to *squeeze* through the crowd to get nearer the speakers. 2. Next we must *squeeze* the lemons. 3. The baby gave the rubber doll a *squeeze*.

**stage** (stāj) 42. 1. The principal talked to us from the *stage*. 2. We plan to *stage* a play about the war. 3. She has reached the *stage* where she is learning to write her name.

**stakes** (stāks) 88. 1. The men played the game for high *stakes*. 2. They tied the horses to *stakes* for the night.

**state'ment** (stāt'm'nt) 64. 1. The superintendent made a *statement* about the work of

## STRETCH

the schools during the past year. 2. Father receives a *statement* from the bank every month.

**steal** (stēl) 82. Take something that one should not take. If you do not put that money in a safe place, perhaps someone will *steal* it.

**steam** (stēm) 74. Some ships are run by *steam*. We heat our house with *steam*.

\***steers** (stērz). 1. Male cattle raised for beef. The *steers* are ready to go to market. 2. Guides. The driver *steers* the automobile.

\***stir** (stûr). 1. *Stir* the sugar in your coffee. 2. The circus caused a great *stir* in the town. 3. There was no wind; I could not see a leaf *stir*.

\***stitch'es** (stīch'iz). The doctor put three *stitches* in my finger when I had cut it.

**stoop** (stōop) 18. 1. Never *stoop* to cheating. 2. Please *stoop* down and pick up the paper for me. 3. We sat on the *stoop* to rest.

\***stran'ger** (strān'jēr). 1. One unknown. The dog barked at the *stranger*. 2. More unusual. I could not imagine a *stranger* story.

\***strap** (străp). 1. *Strap* your books together to carry them. 2. I bought a leather *strap* for my watch.

**stretch** (strēch) 12. 1. *Stretch*

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; î, ice; ĭ, is; ò, old; ò, not; ô, obey; ô, or;

## STRIKE

your hands up high. 2. *Stretch* the rubber band to put it around all the papers. 3. We came to a rough *stretch* in the road.

**strike** (strīk) 80. 1. Did lightning *strike* that tree? 2. Don't *strike* a match unless you really plan to use it. 3. I heard the clock *strike* four. 4. The baby did not mean to *strike* you. 5. Thousands of men were idle because of the *strike*.

**\*strips** (strīps). 1. Grandmother tore *strips* of cloth for the rag rug. 2. There are *strips* of barren land along the coast. 3. The boy *strips* the leaves from the branches.

**\*struck** (strūk). Did strike. 1. The ball *struck* the side of the house. 2. We could hear the clock in the tower when it *struck* the hour. 3. Clare's little story *struck* us as funny.

**stud'ies** (stüd'iz) 38. 1. School subjects. History and geography are social *studies*. 2. The boy *studies* his lessons right after supper.

**stunts** (stūnts) 42. 1. Tricks. The clowns in the circus did funny *stunts*. 2. Stops the growth of. Cold weather all year *stunts* the trees.

**style** (stīl) 24. 1. Do you like the *style* of my new dress? 2. She writes in an interest-

## SWITCH

ing *style*.

**sub tract'ing** (süb trāk'tīng) 38. Taking away. *Subtracting* ten from fifteen was not hard for the boy.

**sub'tra hend'** (süb'trā hēnd') 38. The number to be taken from another. The *subtrahend* is 5 in this example: 16 — 5.

**suc cess'** (sūk sēs') 68. You will have to work hard if you wish to have *success* as a doctor. The fair to raise money for the blind was a big *success*.

**sun'shine'** (sūn'shīn') 88. We were glad to see the *sunshine* after three rainy days.

**sur round'ed** (sū round'id) 86. An island is *surrounded* by water.

**sweep** (swēp) 32. 1. Today we must *sweep* the floor and dust. 2. As we looked from the window, we could see a great *sweep* of mountains.

**swept** (swēpt) 46. 1. A strong wind nearly *swept* me off my feet. 2. Before we start the furnace fire, we must have the chimney *swept*.

**swift** (swīft) 12. Fast. There is a *swift* current in that river.

**swift'ly** (swīft'li) 58. Quickly. The airplane rose *swiftly* from the ground.

**switch** (swīch) 66. 1. He turned on the electric *switch*. 2. Our train stopped so we

could *switch* to the next track. 3. With a *switch* of his tail, the dog knocked over the little table.

## T

**\*ta'ble spoons'** (tā'b'l spōonz').

Large spoons, used for serving or for measuring. These silver *tablespoons* should be polished.

**tab'lets** (tāb'līts) 58. 1. The artist bought two *tablets* of drawing paper. 2. The names on the metal *tablets* are the names of soldiers who died in the war. 3. The medicine was made up in little white *tablets*.

**\*tacks** (tāks). 1. Small, sharp nails. I put some *tacks* in the rug so that it would not slide around. 2. Fastens with small nails. Mother usually *tacks* a border on the shelf over the sink.

**\*tad'poles'** (tād'pōlz'). Young frogs when they look quite different from full-grown frogs. *Tadpoles* have tails, but full-grown frogs do not.

**tame** (tām) 12. 1. Gentle. Not wild. The dog is now a *tame* animal. 2. Make gentle. It is not easy to *tame* a tiger.

**\*tan** (tān). 1. Light brown. I decided to wear my *tan* shoes. 2. Soak in a special liquid. The men will have

to *tan* those hides before they can be used for leather.

**\*tax'i cabs'** (tāk'sī kābz').

Automobiles that may be hired for short rides. On rainy days the men who drive *taxicabs* are very busy.

**tea'cups'** (tē'kūps') 20. Cups from which tea is drunk. Mother is very careful of her best china *teacups*.

**teased** (tēzd) 66. Made one unhappy in little ways, often in fun. Lee *teased* the kitten.

**tea'spoon'** (tē'spōon') 20. Small spoon. Take your *teaspoon* out of the cup after you stir the tea.

**tel'e gram** (těl'ē grām) 36. A message sent over a wire by electricity. Father sent us a *telegram* to tell us on which train he would arrive home.

**tem'ples** (tēm'p'lz) 78. 1. Places of worship. Some beautiful Greek *temples* were built thousands of years ago. 2. Sides of the forehead. The hair at his *temples* had turned gray.

**\*texts** (tēksts). Books prepared for use in schools. We have new geography *texts*.

**theirs** (thārz) 32. Belonging to them. That isn't our bus, it's *theirs*.

**\*thirst'y** (thûrs'tī). Needing a drink. The walk in the hot sun made me very *thirsty*.

ā, a+u: ā, at; ä, are; â, care; â, glass; ē, we; ě, met; ē, baker; ě, begin: ī, ice;  
\* iā; ô, old; ō, not; ô, obey; ô, or:

**\*thir'teenth'** (thûr'tēnth').

Next after twelfth. Mother said she would be home the *thirteenth* of May.

**thir'ty** (thûr'tī) **22.** Three times ten. There are *thirty* days in April, June, September, and November.

**thrift** (thrĭft) **60.** Saving. Careful spending. By *thrift* Mrs. Scott saved enough money to put her son through college.

**thrown** (thrōn) **66.** The stone he had *thrown* into the water made bigger and bigger circles.

**\*thumb** (thŭm). 1. The short, thick finger on each hand. We hold the pencil between the *thumb* and first finger. 2. The part of a glove or mitten into which the short, thick finger of each hand goes. There is a hole in the *thumb* of this old glove.

**tick'et** (tĭk'ĭt) **34.** A piece of cardboard or paper showing that one has the right to do something. I have my railroad *ticket* for the trip to Vancouver. Each *ticket* for the school play cost a quarter.

**tight** (tīt) **28.** 1. Fitting closely. These shoes are *tight* and hurt my feet. 2. Firmly. When Jack took me down the hill on his sled, I held on *tight*.

**tim'ber** (tĭm'bēr) **18.** 1. Standing trees, ready for cutting. There are thousands of acres of *timber* in this forest. 2. A piece of wood already shaped for use in building. A *timber* stretched across the fireplace.

**tires** (tīrz) **36.** 1. Father is going to put the *tires* on different wheels so that they will last longer. 2. It *tires* Grandmother to walk far.

**\*ti'tle** (tī't'l). Name. What is the *title* of this story?

**\*toast** (tōst). 1. Maud likes butter on her *toast*. 2. We are going to *toast* the bread for breakfast.

**to bac'co** (tō bāk'ō) **32.** A plant, the leaves of which are used for smoking or chewing. The hail has cut the leaves of the *tobacco* plants.

**\*toi'let** (toi'lĭt). Having to do with getting cleaned and dressed. Combs and brushes are *toilet* articles.

**\*ton'sil li'tis** (tŏn'sĭ li'tĭs). Disease of the tonsils. When I had *tonsillitis* my throat was so sore I could hardly eat.

**torn** (tōrn) **30.** 1. She had *torn* her dress on the nail in the fence. 2. Soon that old house will be *torn* down.

**touch** (tŭch) **68.** 1. Sue didn't *touch* the book because her hands were dirty. 2. I will

## TOUGH

write to you often so that we can keep in *touch* with each other. 3. The artist will *touch* up the picture.

**tough** (tŭf) **74.** The butcher had sent a *tough* piece of meat. We found that building a log cabin was a *tough* job.

**tow'el** (tou'ŭl). **16.** Dry your hands on the clean *towel*.

**\*trac'tor** (trāk'tēr). A self-moving vehicle used to pull other vehicles or machines. He pulled the plough with a *tractor*.

**\*train'ing** (trān'ing). 1. Giving instruction to. The officer is *training* the soldiers. 2. Keeping fit. I am *training* for the athletic meet.

**trash** (trāsh) **72.** Useless stuff. You shouldn't throw *trash* in the street.

**treat** (trēt) **18.** 1. Behave toward. The men at the circus *treat* all the animals well. 2. A gift of something good to eat or drink or pleasant to do. For my birthday *treat* we had ice cream and cake.

**treat'ment** (trēt'm'nt) **78.** 1. Care. The people who lost their homes in the flood re-received kind *treatment* from their neighbours. 2. Method of preparation or care. A doctor discovered a new *treatment* for colds.

**\*tri'an'gle** (tri'āng'g'l). 1. A

## TWENTY-ONE

flat figure with three sides. There is an office building in New York City that is built in the shape of a *triangle*. 2. A metal musical instrument that has three sides. A sweet sound came from the *triangle* when it was struck.

**\*trim** (trĭm). 1. Shape by cutting. It was my job to *trim* the bushes. 2. Neat. Aunt Margaret looked very smart and *trim*.

**\*trimmed** (trĭmd). 1. Decorated. My dress is *trimmed* with two blue bows. The Christmas tree was soon set up and *trimmed*. 2. Shaped by cutting. Bruce is going down to the barber's to get his hair *trimmed*.

**tube** (tŭb) **36.** 1. Please buy a *tube* of tooth paste. 2. I think the radio would sound better if it had a new *tube*. 3. Father bought a new *tube* for one of the tires. 4. In the science class the teacher first filled a glass *tube* with water and heated it.

**\*twen'ties** (twĕn'tĭz). The numbers from twenty through twenty-nine. A number in the *twenties* is a two-place number.

**\*twen'ty-five'** (twĕn'tĭ fĭv'). Twenty and five. A quarter of a dollar is *twenty-five* cents.

**twen'ty-one'** (twĕn'tĭ wŭn')

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ê, begin; ĭ, ice; ĭ, is; ō, old; ō, not; ō, obey; ô, or;

38. The number after twenty. Now that my brother is *twenty-one* years old he can vote.

U

\***um'pire** (ũm'pīr). A person who directs the playing of a game and decides whether the rules have been broken. The *umpire* said there had been a foul.

**un a'ble** (ũn ā'b'l) 72. Finding it not possible. I have been *unable* to leave the house because of illness.

\***un'der neath'** (ũn'dēr nēth'). Beneath. The pencil rolled *underneath* the desk.

**un'der stood'** (ũn'dēr stōd') 66. Knew what something meant. The boy came from abroad and *understood* only a little English.

**un'ex pect'ed** (ũn'ěks pěk'tīd) 22. The arrival of Uncle George and Aunt Ruth was an *unexpected* pleasure.

**un hap'py** (ũn hăp'ī) 36. Sad. Charles was *unhappy* because he had lost his dog.

**un'ion** (ũn'y'n) 48. 1. A group come together for a common purpose. Our country is a *union* of ten provinces. 2. A labour association. The workers joined the *union*. 3. Of a labour association. This is a *union* shop.

**u'nit** (ũ'nīt) 54. 1. An inch is a *unit* of length. 2. We have completed the *unit* on the western provinces.

**u nit'ed** (ũ nīt'īd) 51. Joined together for a common purpose. The people *united* in raising the needed money.

**un known'** (ũn nōn') 24. Not known. Not familiar. The region around the South Pole is *unknown* to most of us.

**un less'** (ũn lēs') 28. If not. We cannot use our sleds *unless* there is snow.

\***un load'ing** (ũn lōd'īng). Removing. The men were *unloading* bananas from the ship.

\***up set'** (ũp sēt'). 1. Be careful not to *upset* the small table. 2. We were *upset* because we thought we would not have enough cake for everyone.

\***us'ing** (ūs'īng). Employing, getting help from. They were *using* fence posts for fuel in the great storm.

V

**va'cant** (vā'k'nt) 34. Empty. The family is gone, and the house is *vacant*.

**va nil'la** (vā nīl'à) 62. A sweet flavouring obtained from the bean of a plant that grows in warm countries. Do you like *vanilla* ice cream?

ũ, use; ũ, us; û, turn; û, unite; oō, shoot; oō, foot; ou, about; oi, oil; tũ, nature; th, then; th, thin; zh, garage.

## VARIOUS

**var'i ous** (vâr'ĩ ũs) **38.** Different. We saw *various* kinds of animals in the cages.

**\*var'nish** (vâr'nish). 1. A liquid coating applied like paint to protect a surface. Be careful not to knock over the can of *varnish*. 2. To apply a liquid coating. We ought to *varnish* the floor again.

**verb** (vûrb) **82.** A word that shows action or being. The word "walk" is a *verb* of action. The word "am" is a *verb* of being.

**view** (vû) **74.** 1. We went to the top of the mountain to see the *view*. 2. We got out of the car to *view* the scene. 3. A few small oaks were the only trees in *view*.

**\*vin'e gar** (vîn'ê gër). A sour liquid. Aunt Sara put *vinegar* in the salad dressing.

**\*vines** (vînz). Climbing plants. *Vines* cover one side of our garage.

**vis'i tor** (vîz'ĩ tēr) **72.** Guest. Today a *visitor* came to see our school.

**\*vol ca'noes** (völ kâ'nōz). Mountains that send out steam, smoke, and hot rock. *Volcanoes* sometimes destroy whole cities.

**vol'ley ball'** (völ'ĩ bôl') **80.** A game in which two teams toss a large ball across a net. In *volleyball* there are usually

six people on a team.

**vote** (vōt) **86.** 1. Did your father *vote* for the town officers at the last election? One may *vote* at the age of twenty-one. 2. My *vote* was for the side that lost.

**voy'age** (voi'ij) **74.** A journey by water. Years ago a *voyage* across the Atlantic Ocean was made in a sailing vessel.

## W

**\*waist** (wāst). The water in the pool was up to my *waist*. Sally measures twenty-six inches around the *waist*.

**\*want'ing** (wōnt'ing). 1. *Wanting*. Not *wanting* to wait any longer, they went home. 2. Lacking. They were not *wanting* in courtesy.

**\*wa'ter mel'on** (wô'tēr mēl'n). A large fruit with a hard covering. We each had a slice of the juicy *watermelon* for dessert.

**wave** (wāv) **36.** 1. Curved moving line of water, air, light, or force. The *wave* broke on the beach. His was a short-*wave* radio. 2. To swing. *Wave* your hand when you are ready.

**\*waves** (wāvz). 1. We had fun jumping through *waves* in the ocean. 2. He *waves* his hand.

**wax** (wăks) **58.** 1. Bees give us *wax*. 2. Mother is going to

ā, ate; ă, at; â, are; â, care; â, glass; ē, we; ě, met; ě, baker; ě, begin; i, ice; ĩ, is; ō, old; ō, not; ō, obey; ō, or;

## WEAK

*wax* the furniture today. 3.  
*Wax* is used for candles.

**weak** (wēk) 18. Not strong. She felt *weak* for a few days after she had been ill. He wore glasses because his eyes were *weak*. I should like a cup of *weak* tea.

**weav'ing** (wēv'ing) 82. The children in the first grade were *weaving* baskets. The people in that factory are *weaving* cotton cloth.

**wel'fare'** (wēl'fār') 34. Health and happiness. Parents take care of their children's *welfare*.

**what ev'er** (hwōt ēv'ēr) 90.  
 1. *Whatever* you do you should do as well as you can.  
 2. They had no food *whatever*.

**what's** (hwōts) 88. Contraction for *what is*.

**whip** (hwip) 80. 1. With the crack of the *whip* the team of horses was off. 2. I never saw the man *whip* his dog.

**\*who ev'er** (hōō ēv'ēr). *Whoever* person. *Whoever* goes out in this rain will get wet.

**\*width** (width). Distance from side to side. The room is ten feet in *width*.

**wind'y** (wīn'dī) 76. With much wind. It was a cold and *windy* day in March.

**\*wipe** (wip). Rub to make dry. I told Mother I would

## WOUND

*wipe* the dishes and put them away.

**wolves** (wōōlvz) 60. More than one wolf, which is an animal somewhat like a dog. The shepherd always tried to protect his sheep from the *wolves*.

**wool'len** (wōōl'in) 90. Made from the hair of sheep or some other animals. He wears a *woollen* cap in winter.

**worse** (wûrs) 30. The storm grew *worse* and *worse*.

**wor'ship** (wûr'ship) 42. 1. Give honour and respect to. We go to church to *worship* God. 2. Honouring of God or gods. The *worship* of God in one's own way is allowed in this country.

**worth** (wûrth) 68. 1. Most important facts are *worth* remembering. 2. How much is the skin of a squirrel *worth*? 3. Millions of dollars' *worth* of goods are sold abroad each year.

**wound** (wound) 28. Did wind. Father *wound* the clock once a week. Mother *wound* the yarn before she started to knit.

**wound** (wōōnd). 28. 1. Injury. The *wound* in my hand was caused by a rusty nail. 2. Injure. I did not think that little knife would *wound* him.

û, use; ũ, us; û, turn; û, unite; oō, shoot; oō, foot; ou, about; oi, oil; tû, nature; th, then; th, thin; zh, garage.

## WRAP

**wrap** (răp) **32.** 1. Don't *wrap* the book. 2. *Wrap* the scarf around your neck. 3. She put her *wrap* on because she felt chilly.

## ZERO

### Z

**ze'ro** (zēr'ō) **38.** A figure (0) that stands for nothing. The Romans did not use a *zero* in their numbers. One day last December the temperature was below *zero*.

## Your Extra Words

Here are your extra words in the order of importance. These same words appear in alphabetical order in your dictionary, where they have stars in front of them. If your teacher asks you to learn your extra words in the order of importance, be sure to find each word in your dictionary and to see how it is pronounced and what it means.

- |                |                 |                 |
|----------------|-----------------|-----------------|
| 1. schools     | 34. provided    | 67. rod         |
| 2. sides       | 35. width       | 68. grounds     |
| 3. moss        | 36. hem         | 69. shingle     |
| 4. men's       | 37. jacks       | 70. sits        |
| 5. rum         | 38. screen      | 71. croquet     |
| 6. sentence    | 39. cobs        | 72. curry       |
| 7. pins        | 40. navy        | 73. devil       |
| 8. beautified  | 41. rust        | 74. enemies     |
| 9. stir        | 42. sleeves     | 75. hollow      |
| 10. poles      | 43. strap       | 76. limb        |
| 11. varnish    | 44. whoever     | 77. rail        |
| 12. rub        | 45. fellows     | 78. texts       |
| 13. settlement | 46. tractor     | 79. thumb       |
| 14. training   | 47. peaches     | 80. fudge       |
| 15. wipe       | 48. reserves    | 81. hooky       |
| 16. sandy      | 49. rusty       | 82. pier        |
| 17. vinegar    | 50. bathing     | 83. quiz        |
| 18. keeping    | 51. tablespoons | 84. radiator    |
| 19. shells     | 52. branch      | 85. rinse       |
| 20. rid        | 53. fountain    | 86. rotten      |
| 21. ma'am      | 54. joy         | 87. sawed       |
| 22. pocketbook | 55. prison      | 88. triangle    |
| 23. pop        | 56. readers     | 89. trimmed     |
| 24. runner     | 57. scrape      | 90. wanting     |
| 25. some day   | 58. seesaws     | 91. anniversary |
| 26. toilet     | 59. strips      | 92. cord        |
| 27. twenties   | 60. blanket     | 93. crepe       |
| 28. calves     | 61. saucers     | 94. dough       |
| 29. in.        | 62. shooting    | 95. drawer      |
| 30. spots      | 63. twenty-five | 96. elementary  |
| 31. using      | 64. unloading   | 97. fan         |
| 32. tacks      | 65. watermelon  | 98. graders     |
| 33. Bible      | 66. bend        | 99. greasy      |

- |                   |                  |                  |
|-------------------|------------------|------------------|
| 100. injured      | 139. racket      | 178. indoors     |
| 101. marshmallows | 140. senators    | 179. knees       |
| 102. mosquitoes   | 141. senior      | 180. pat         |
| 103. numerals     | 142. sixteenth   | 181. pistols     |
| 104. parachute    | 143. slower      | 182. plentiful   |
| 105. quack        | 144. taxicabs    | 183. pure        |
| 106. quicker      | 145. tonsillitis | 184. rim         |
| 107. rodeo        | 146. accused     | 185. shoulder    |
| 108. screws       | 147. bulldog     | 186. slice       |
| 109. sprinkle     | 148. cones       | 187. spark       |
| 110. squeeze      | 149. crumbs      | 188. spray       |
| 111. stitches     | 150. eighteenth  | 189. steers      |
| 112. tadpoles     | 151. gain        | 190. stranger    |
| 113. thirsty      | 152. grapefruit  | 191. underneath  |
| 114. umpire       | 153. key         | 192. vines       |
| 115. batter       | 154. kindly      | 193. breast      |
| 116. bore         | 155. lemon       | 194. chilly      |
| 117. brace        | 156. mould†      | 195. colony      |
| 118. funds        | 157. mule        | 196. eleventh    |
| 119. lemonade     | 158. noisy       | 197. fowl        |
| 120. majestic     | 159. peddler     | 198. happier     |
| 121. Negro        | 160. sauce       | 199. hardware    |
| 122. propeller    | 161. shelves     | 200. layer       |
| 123. shipped      | 162. struck      | 201. lowest      |
| 124. slammed      | 163. thirteenth  | 202. mate        |
| 125. spools       | 164. title       | 203. peel        |
| 126. tan          | 165. trim        | 204. peninsula   |
| 127. upset        | 166. advertise   | 205. proved      |
| 128. volcanoes    | 167. bent        | 206. slick       |
| 129. bleeding     | 168. carpet      | 207. toast       |
| 130. buckle       | 169. cigar       | 208. ankle       |
| 131. checkers     | 170. cigarettes  | 209. anyhow      |
| 132. copied       | 171. colder      | 210. lilies      |
| 133. evergreen    | 172. correspond  | 211. declaration |
| 134. jaw          | 173. expense     | 212. pity        |
| 135. letting      | 174. experiment  | 213. waist       |
| 136. loop         | 175. golf        | 214. alarm       |
| 137. mend         | 176. gulf        | 215. waves       |
| 138. pennies      | 177. honourable† |                  |





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GATES ARTHUR IRVING 1890-  
THE PUPILS OWN VOCABULARY  
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Gates, Arthur Irving, 1890-

The pupils' own vocabulary  
speller /

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